DEVELOPING PROFESSIONALITY IN SCHOOL

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ABSTRACT

The question of professionalization is still often questioned by people, but there are clear characteristics and detailed elements that are supportive of the understanding of professionalization. Likewise the teacher's position has been confirmed as an educational profession. Because it's only natural this profession gets its proper place in the middle of other professions. The education profession requires professional competence of teachers, which creates certification requirements and extensive experience which, among others, is obtained from teacher education institutions and quality teacher education programs, relevant to the needs of the field, and takes place on an ongoing basis.

When local governments have a strong political will accompanied by policies that prioritize the importance of education as a human investment effort in the region, it is certain that the quality of education will be upheld. Conversely, if the regional government views education as not important, so that the vision and mission of education in the region is not clearly formulated and cannot be developed into a solid education fraction, it will be easy to guess that education in the region will not be good. As a result, education fractions will run unprofessionally, schools will be managed ineffectively. Finally, the vision and mission in the school will turn into something that is considered too luxurious. So this condition will encourage education fractions in the regions to lose their direction in carrying out their functions professionally.

1. INTRODUCTION

The word "profession" comes from the Latin professional meaning "recognition" or "statement". The verb for the act of "confessing" or the act of "stating" is professional. While "what has been stated or acknowledged" is called professus (Buchori, 1994: 36). In its development the term "profession" then shows a broader and even more stringent meaning. Buchori (1994: 37) shows that this term refers to two important meanings. First, an activity is only said to be "a profession" when it is to make a living. Secondly, the activities to make a living must be based on sufficient expertise.

Understanding the profession has many connotations, one of which is educational staff, including teachers. In general the profession is defined as a job that requires further education in science and technology which is used as a basic tool to be implemented in a variety of useful activities. In its application concerns aspects that are more mental than those that are manual work. Professional work will always use techniques and procedures that are based on an intellectual foundation that must be learned intentionally, planned and then used for the benefit of others (Sardiman A.M., 2003: 133).

While Oemar Hamalik (2002: 17) argues that: "A profession is essentially a promise that has ethical values that contain elements of community service, through a particular job, which requires certain expertise as well".

Although the problem of professionalization is still often questioned by people, but there are clear characteristics and detailed elements that are supportive of the understanding of professionalization. Likewise the teacher's position has been confirmed as an educational profession. Because it's only natural this profession gets its proper place in the middle of other professions. The education profession requires professional competence of teachers, which creates certification requirements and extensive experience.
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Likewise Johnson (1991: 1), emphasized that "a society that is conducting industrialization is a society that is doing professionalization". Johnson further explained that the term professionalization can be used in several ways.

First, the term is used to refer to major changes in the structure of work, with the number of professional jobs or even white color jobs increasing relatively high compared to other jobs, both as a result of expanding work groups there is already such expertise in electrical engineering, or as a result of the emergence of new jobs in services such as computer programming.

Second, the term "professionalization" is used in a sense that is almost the same as an increase in the number of job associations that seek recruitment and practice arrangements in certain fields of work. The use of the term in this sense is related to the concentration of attention on the function of an association whose quality is increasing and such associations are considered as the main indicators of the degree of professionalization of a job.

Third, looking at professionalization as a process that is far more complicated, in this case a job shows a number of attributes that in principle professionals are considered to be the main elements of professionalism. The existence of increasingly qualified associations is just one example of the characteristics of professionalization.

Fourth, professionalization also refers to a process, some explanations say explicitly that this process occurs in a fixed sequence, namely: a work goes through stages of organizational change that can be predicted to the final form, namely professionalism.

According to Sanusi et al. (In Sumantri, 1966: 5) by placing the context of the term, it states that professionalism (as a noun understanding, agreement and belief) refers to the commitment to members of a professional organization to improve their professional ability standards, and professionalism in their work practices; professionalism (as a product noun or product grade) refers to the attitude, degree of knowledge, and expertise practiced when a professional carries out his profession, while professionalization (as a process noun) refers to efforts and processes to improve various basic requirements, criteria, qualification standards, abilities, expertise, protection or professional enhancement.

From the various meanings above, it can be said that the profession (including professionalism, professionalization and professionalism) refers to a job that is based on a certain expertise and ethics as well as commitment or service to the client so that it gives results qualitatively qualifying.

Professional refers to the nature of something related to the profession, appearance in carrying out the position in accordance with the demands of the profession, and have the ability in accordance with the demands of the profession. While professionalization refers to an effort to make a position as a professional job, efforts and processes to improve the basis, criteria, standards, abilities, expertise, ethics, and protection of a profession. A job that is professional requires several fields of knowledge that must be intentionally studied and then applied to the public interest. Based on this understanding, it turns out that professional work is different from other jobs, because a profession requires special abilities and expertise in carrying out its profession. Professionalism and professionalism develop in accordanc
a. A professional uses his full time to carry out his work.
b. He is bound by a vocation and in this case he treats his work as a set of norms of obedience and behavior.
c. He is a member of a formal professional organization.
d. He mastered useful knowledge and skills on the basis of highly specialized training or education.
e. He is bound by the conditions of competence, achievement awareness and dedication.
f. He gained autonomy based on very high technical specialization.

In line with this, Oteng Sutisna (1983: 305) states that professional characteristics are always based on things: (1) a scientific basis or systematic theory; (2) professional authority recognized by the client; (3) sanctions and community recognition of the validity of their authority; (4) regulative code of conduct; (5) professional culture; and (6) professional and powerful professional unions. These characteristics are then abstracted by Oteng Sutisna into three professional criteria which include aspects of knowledge, skills and commitment.

In connection with the professional criteria of a teacher, in the sense of a qualified teacher, Raka Joni (1980), suggests that there are three general dimensions that become the competencies (abilities) of educational staff, namely:
1. Professional competence or personal competence means a teacher must have a strong personality and exemplary.
2. Social competence, meaning that a teacher must be able to communicate well with students, fellow teachers and the wider community.
3. Professional competence means that a teacher must have a broad and in-depth knowledge of the field of study being taught, choose and use various teaching methods in the teaching and learning process, in the sense that professional teachers are teachers who are experts, mature and master their task fields, namely as educators, teaching and learning experts in the sense of the correct way of learning, in learning can use various senses and can store learning outcomes well, experts in teaching are interpreted appropriately using methods, means, high and satisfying results achieved (Suyanto, 2000: 19).

In the era of educational autonomy it is necessary to have enormous authority to determine the quality of teachers in their regions. Therefore the local government really must have a recruitment pattern and a pattern of teacher career development in order to create professionalism in their area. This will create a professional and effective teacher. Schools having professional and effective teachers are the key to the success of the teaching and learning process.

A job is said to be professional, if it has the following criteria:
1. Have a strong foundation knowledge.
2. Based on individual competency (not on the basis of KKN).
3. Has a selection and certification system.
4. There is healthy cooperation and competence between peers.
5. High professional awareness.
6. Have ethics and a code of ethics.
7. Has a system of professional sanctions.
8. There is individual militancy.
9. Have a professional organization.

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Professional teachers need to effectively learn in class:
1. Have the abilities related to the learning climate in class in detail as follows:
   a. Have interpersonal skills, specifically the ability to show appreciation to students and
      sincerity.
   b. Have a good relationship with students.
   c. Able to accept, acknowledge, and pay attention to students sincerely.
   d. Demonstrate high interest and enthusiasm in learning.
   e. Being able to create an atmosphere for the growth of cooperation and cohesiveness within and
      between groups of students.
   f. Able to involve students in organizing and planning learning activities.
   g. Able to listen to students and respect the right of students to speak in every discussion.
   h. Able to minimize friction in the class.
2. Skills related to learning management strategies include:
   a. Having the ability to deal with and handle students who have no attention, like to interrupt,
      divert the conversation, and are able to provide a transition to the substance of teaching materials in
      the learning process.
   b. Being able to ask questions or give assignments that require different levels of thinking for all
      students.
3. Has the ability associated with providing feedback (feed-back) and reinforcement
   (reeizforcement), consisting of:
   a. Able to provide positive feedback on student responses.
   b. Able to provide responses that are helpful to students who are slow to learn.
   c. Able to provide follow-up to students' answers that are less than satisfactory.
   d. Able to provide professional assistance to students if needed.
4. Having abilities related to self improvement, consisting of:
   a. Able to apply curriculum and innovative teaching methods.
   b. Able to expand and increase knowledge about teaching methods.
   c. Able to utilize teacher planning as a group to create and develop relevant teaching methods.

2. PROFESSIONALISM OF TEACHERS IN IMPLEMENTATION OF LEARNING

In the 2003 National Education System Law Chapter I Article 1 paragraph (1) it states that:
Education is a conscious and planned effort to create an atmosphere of learning and 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 country.

From this definition there are several things that need to be observed. First, that education is
based on an awareness. Second, education always involves a process that must be taken, namely the
atmosphere of learning and the learning process. Third, education is always related to the development of
self-potential in order to have noble character / personality, intelligence, and skills for himself in living in
a society, nation and state.
Of the three principles, an educational institution always requires the existence of professionalism in planning, organizing, managing, and teaching practices. Because without professionalism, it is difficult to imagine for success, especially to prepare students themselves in the face of future developments.

In general, experts agree that professionalism has the following characteristics: (1) has a strong knowledge base, (2) has individual competence, (3) has a selection and certification system, (4) has a characteristic of peerhood in the sense of cooperation in healthy competition between peers, (5) there is high professional awareness, (5) has a code of ethics, (7) has a system of professional sanctions, (8) has individual militancy, and (9) has a professional organization. These characteristics must be inherent in every human being teacher. (Sulasmi & Akrim, 2020).

Professional teachers have the function as (1) educators, (2) instructors, and (3) trainers / mentors (Depdikbud, 1999). According to Suryadi, (2004), to reach the title of professional teacher has at least four professional characteristics.

First, professional abilities, namely intelligence abilities, attitudes, values, and skills and achievements in their work. Simply stated, the teacher must master the material taught thoroughly in accordance with the demands of research learning thoroughly (mastery learning). In addition, teachers must always develop their knowledge so as not to be out of date according to the demands of the global world.

Second, the competence of professional efforts, namely the competence to teach their students. The teacher must be able to teach students to master the material in the Competency Based Curriculum this process is called the learning experience, which is the process of interaction between the learner and the material. Here we see the active process of students as learning subjects. Teachers can teach students thoroughly, correctly and successfully. For this reason, teachers must have expertise in the field of learning methodology, and need to explore methodologies according to the situations and conditions in which each class differs individually, each material has different characteristics and each time has different demands and technology. This all requires the teacher to always rejuvenate and apply the learning methodology appropriately.

Third, professional in managing time, which refers to the intensity of time a teacher is concentrated for his professional assignments as a teacher. The intensity of time management not only refers to inside, but also outside the classroom. The teacher utilizes free time successfully and meaningfully to support professional assignments. The intensity of the use of time for student learning is influenced by the teacher's skill to manage time meaningfully and productively.

The four professional rewards. Professional teachers deserve to get adequate rewards according to their achievements in working to improve themselves and their families. The professionalism of a teacher is directly related to his client, namely students as education payers. If students get satisfaction with professional work performance from the teacher, the teacher deserves adequate rewards as a professional.

The four principles or Code of Ethics in the education process in the United States are as follows:

First Principle: the primary obligation of the teaching profession is to guide children, youth and adults in the pursuit of knowledge and skills.

Second principle: the members of the teaching profession share with parents the task of shaping each student's purposes and acts toward socially acceptable ends.

Third principle: the teaching profession occupies a position of public trust involving not only the individual teacher's personal conduct, but also the interaction of the school and the community.

Fourth principle: the members of the teaching profession have inescapable obligations with respect to employment and with responsibilities based on mutual respect and good faith (Colin Marsh, 1996: 288).

The above description explains the principles of the teacher, namely:

1. First principle: the main obligation in the teaching profession is to guide children, youth, and adults to seek knowledge and skills.
2. Second principle: members in the teaching profession work together with parents obliged to form goals and actions of students to be accepted in the community.
3. The third principle: the teaching profession occupies an important position in society, not only its personal actions, but also involves the interaction of schools and the community.
4. The fourth principle: teachers have obligations relating to employment and those related to responsibilities.
Efforts that must be made by teachers in order to improve the professional abilities of teachers should always try to lead to professional quality. At all times the teacher must always try to expand and add knowledge and skills that support his professional assignments. In the era of information technology as it is now, where science and technology are developing so rapidly it is appropriate that a teacher always follows the development of knowledge and technology through various existing media.

In addition to having to follow the development of science, technology and also art, at this time teachers need to motivate themselves with achievement motives that tend to be oriented towards achievement. As for the characteristics of achievement motives, among others, is very like the lesson that requires responsibility, always works by calculating the risk of all actions taken and has a strong urge to immediately find out the concrete results of all his actions. The most important indicator of a professional teacher is dedication and love of his profession, so that he is able to sacrifice and cultivate his profession for the achievement of achievements to improve the quality of education.

According to Suyanto in the National Interactive Dialogue on Teacher Professionalism, stated that the important professional aspects for teachers to have include the issues of leadership, professional skills to realize effective schools and professional skills in the learning process. Good teacher leadership will be able to produce a conducive learning atmosphere for students to gain learning to learn competencies.

According to Donald Schon (in Katie Head, 1997: 22), the experience gained by teachers comes from his experience while teaching, as stated in his book The Teacher Development Series Readings in Teacher Development as follows.

Much of the knowledge that teachers have acquired through experience of actually doing the job. Donald Schon, an American Sociologist who has studied the habits of thinking and acting that professional people use calls this kind of knowledge knowing in action, and sees it as a characteristic of the way that professionals work. Knowing in action means the teacher being able to make the necessary practical spot to make decisions with problems as the arise while a lesson is in progress. Schon defines it as the skill of making spontaneous yet appropriate responses in situations of unavoidable uncertainly.

The statement above explains how the teacher gained experience, the meaning is: most of the experience gained by the teacher comes from his experience when they actually do their work. Donal Schon, an American sociologist who has studied the habits of thinking and doing that are used by professionals, cites experiences as knowledge while doing, and considers them to be characteristic of how professionals work. Knowledge while doing (knowing in action) means the teacher can make decisions where they might arise while teaching. Schon called it the skill of making spontaneous but adequate responses in situations of uncertainty.

But the professionalism of this education will have meaning if it is supported by the professionalism of the educational staff themselves. This education staff according to the 1989 National Education System Law includes teachers, managers of education units, inspectors, supervisors, researchers, planners and developers in the field of education. Educational staff are members of the community who are devoted and appointed to support the implementation of education. Educators are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, conducting mentoring and training, as well as research and community service. (Akrim & Sulasm 2020).

According to Vembriarto (1982: 33) it was emphasized that each professional educational institution's program always directs to the interests of the field in which its graduates will work. Thus, teachers can be categorized as professional staff in education.

According to Sardiman A.M. (2003: 135: 136), there are levels of professional qualifications of teachers as educational professional staff. The first is the level of personal comable, meaning teachers are expected to have knowledge, skills, and skills and attitudes that are more stable and adequate so they are able to manage the teaching and learning process effectively. The second level is the teacher as an innovator, namely as an educational staff committed to the efforts of change and reform. Teachers are expected to have the right knowledge, skills and skills as well as attitudes to change and at the same time are effective disseminators of renewal ideas. The third level, is the teacher as a developer. In addition to experiencing the first and second qualifications, in his level as a developer, teachers must have a steady teacher's vision and broad perspective. Teachers must be able and willing to look far ahead in responding to the challenges faced by the education sector as a system.

Qualified teachers can be measured through four factors, namely:

1. Professional skills of teachers, consisting of intelligence abilities, attitudes and achievements in work.
2. Teacher professional efforts, are the efforts of teachers in transforming professional abilities possessed into tangible teaching actions.

3. The appropriateness of time devoted to professional activities shows the intensity of time spent by a teacher to carry out his professional assignments. This is an important indicator of teacher quality, because the conception of learning time measured in individual student learning has been found to be one of the best predictions of the quality of student learning outcomes.

4. Conformity between expertise and work has the assumption that the teacher teaches with subjects considered quality if the teacher teaches a subject experienced in LPTK is a prerequisite for evaluating the professional of a teacher (Depdikbud, 1999).

To realize the improvement of the quality / quality of teachers, especially elementary schools requires an ideal teacher, in the sense that the teacher is a person who is very influential in the teaching and learning process (Depdikbud, 1999). While the ideal is in accordance with the ideals or desired. Therefore, teachers must really bring their students to the goals to be achieved. Teachers must be able to influence their students and have a broad view, while one of the criteria for an ideal teacher is to have authority (sincerity, strength, can give an impression and influence), have good knowledge and teaching techniques, and adequate experience even though experience has not been experienced enough to influence someone. Is art is more than just knowledge or skills, it underlies the ability to self-appearance (Ministry of Education and Culture, 1999).

Matters relating to the effectiveness of teachers in creating a learning climate as stated by Gary (1989, 147) in his book Effective Schools and Effective Teachers, as follows:

1. Having strong interpersonal skills, particularly empathy, respect, and genuineness.
2. Having good relationships with students.
3. Genuinely accepting and caring about students.
4. Expressing interest and enthusiasm.
5. Creating and atmosphere of cooperation and group cohesiveness.
6. Involving students in organizing and planning.
7. Listening to students and respecting their right to speak during recitations and discussions.

The meaning is: the description above explains that effective teachers have the following characteristics:

1. Having the ability to relate to others who are strong, especially empathy, respect, and sincerity.
2. Have a good relationship with students.
3. Sincerely accept and care with students.
4. Showing interest and enthusiasm.
5. Creating an atmosphere of unity and group cohesiveness.
6. Involving students in organizing.
7. Listen to students and respect their right to speak during story telling and discussion.
8. Minimizing the occurrence of disputes in any form.

Professionals are personnel who occupy a position that requires a relatively long and specific education at the level of higher education and is bound by a code of ethics. While educational staff are personnel who have unique abilities that are only possessed by people who have experienced professional education for these abilities (Vembriarto, 1982: 36). One's professionalism in any field, including the professionalism of educational staff, is supported by three things, and without these three things, one is difficult to realize professionalism, namely: knowledge, skills, and commitment (Sutisna, 1983: 311).

Knowledge refers to the teacher's mastery of the scientific basis and these fundamental tools that are needed for further learning. Skills refer to skills in how to teach them effectively and efficiently. Commitment refers to the morality that must be owned by a teacher (Samana, 1994: 21).

In the social field is a teacher's task that is no less important, because in this field the teacher has the task of educating and teaching the community so that they become citizens of Indonesia who are morally Pancasila, so it cannot be denied if teachers educate students as well as teachers educate the Indonesian people. With the above understanding, it can be understood that the task of the teacher is not only limited to the walls of the school, but also as a link between the school and the community.

Sanusi, et al. (in Sumantri Manap, 1996: 7) identifies, that important components relating to the professionalism of the teaching staff, especially teachers, include: (a) pre-service education programs, (b) graduation in the final examination of education, (c) graduation in position examination, (d) oath swearing, (e) pronunciation of the code of ethics of the office, (f) professional performance / practice, (g) reward systems, (h) professional protection, (i) professional organizations, (j) membership in
organizations profession, (k) coaching, (l) supervision, (m) enforcement of organizational discipline, and (n) law enforcement.

As stated earlier, in addition to professional assignments, teachers also have other tasks, namely human tasks and social tasks. In this case the teacher is tasked with realizing himself, namely realizing all the potential he has, carrying out auto-identification and self-understanding to be able to place himself in the whole of humanity. While social work is a duty as a member of the community and citizens (Darmodiharjo, 1981: 25).

Nevertheless it is the professional assignment that is the main and specific characteristic for the teacher. The specificity of the teacher's task allows the identification of the competencies that the teacher must have in order to carry out his professional assignments.

Understanding competence in relation to educational professionals, refers to actions that are rational and meet certain specifications in the implementation of certain competency tasks in the implementation of educational tasks. It is said that actions because competence is behavior that can be observed even though in fact often involved also processes that are not visible, such as decision making that is done before the action that appears to be implemented. (Sulasmi, 2020).

It has been explained in advance that the teacher's position is a professional position. In this sense, there is already a concept that professional teachers who work in carrying out the functions and objectives of the school must have the competencies required for the teacher to be able to carry out the task as well as possible. As an indicator, the teacher is considered professionally competent, if:

1. The teacher is able to develop responsibilities as well as possible.
2. The teacher is able to carry out his roles successfully.
3. The teacher is able to work in an effort to achieve the school's educational (instructional goals).
4. The teacher is able to carry out his role in the teaching and learning process in the classroom (Oemar Hamalik, 2002: 38)

These characteristics can be reviewed from various aspects, the responsibilities of the teacher, the function and role of the teacher, the purpose of school education, and the role of the teacher in the teaching and learning process. In connection with these competencies the role of the teacher in the teaching and learning process (in teaching and learning situations) requires various competencies or teaching skills.

The role of the teacher in teaching and learning activities are as follows:

1. The teacher as a teacher conveys knowledge (needs to have the skills to provide information to the class).
2. Teachers as class leaders (managers) need to have skills in how to lead groups of students.
3. The teacher as a guide, needs to have the skills to direct and encourage student learning activities.
4. The teacher as an environmental regulator, needs to have the skills to prepare and provide learning tools and materials.
5. Teachers, as participants, need to have skills in how to give advice, direct class thinking and provide explanations.
6. Teachers, as expeditors, need to have skills in investigating community resources that will be used.
7. Teachers as planners need to have skills on how to choose, professionally formulate learning material.
8. Teachers as supervisors need to have skills in supervising children's activities and class order.
9. Teachers as motivators, need to have skills to encourage classroom learning motivation.
10. The teacher, as a questioner, needs to have questioning skills that stimulate the class, think and solve problems.
11. Teachers as teachers, need to have skills how to provide teaching to children who excel.
12. The teacher, as an evaluator, needs to have skills in how to assess children objectively, continuously and comprehensively.
13. The teacher as a counselor, needs to have the skills to help children who experience certain difficulties (Oemar Hamalik, 2002: 48-49).

These are some of the competencies that teachers must have in relation to their role in the classroom.

In connection with the various roles of teachers in teaching and learning activities, Lorraine (1984: 3-6) also suggested that a teacher has many roles, including:
1. The teacher as an instructional expert. Teachers must constantly make decisions about teaching materials and methods.
2. The teacher as motivator.
3. The teacher as manager.
4. The teacher as leader.
5. The teacher as counselor.
6. The teacher as environmental engineer.
7. The teacher as model.

In order to determine teacher competence in relation to achieving goals in the fields of knowledge, skills and values and attitudes, two types of research can be used, namely professional criteria research and research based on assignments in the field of study. Based on professional criteria, teachers are required to have personality, knowledge and skills that must be possessed because the teacher also acts as an educator and teacher, so at a minimum every teacher including elementary school teachers needs to have personality traits, such as: morality Pancasila and the 1945 Constitution, believe and believes in accordance with their religion, love for fellow human beings, nation and environment, being democratic and tolerant, having a sense of responsibility, confident and being creative, respecting one's own culture and national traditions, being positive towards existing regulations; initiative, critical and creative, being frugal, respecting time and being in good health.

In addition, specifically for elementary school teachers must have sufficient knowledge in all fields of study studied in elementary schools, such as: Religion, Social Sciences, Natural Sciences, Mathematics, Indonesian Language, PPKn, Crafts, Arts, Sports and Health Education, Regional Languages, and so on. Therefore, to deliver learning materials to students, teachers need to have skills as educators and instructors. When viewed in terms of assignments, a teacher can be assigned as a class teacher or teacher in a field of study, for example the field of social studies and the Indonesian field of study in accordance with the specialization program that he has taken in the LPTK Diploma Program. Because he only served in certain fields of study, so he must master in depth and broadly in the field of study and also master the theory and practice of delivery systems specifically for the field of study.

Competence is the ability and authority of teachers in carrying out their teaching profession. In carrying out their professional authority, teachers are required to have a diverse set of abilities. The main competencies of teachers include: personal competencies, social competencies, and professional competencies which are described in ten teacher competencies, as follows.

1. Personal competence, namely: the ability of teachers to be able to behave and behave in accordance with the values that exist in society that can be emulated by students and the community and be able to assess themselves in adjustments.
2. Community competence: is the ability to position themselves as members of the community and be able to work well with the community, taking responsibility for the educational process in order to prepare students to become good students in their community.
3. Professional competence includes: (1) personality development, (2) mastering educational foundation, (3) mastering teaching materials, (4) compiling teaching programs, (5) implementing teaching programs, (6) evaluating the results of teaching and learning activities, (7) organizing guidance programs, (8) organizing school administration, (9) interacting with peers and the community, (10) conducting simple research for teaching needs (Ministry of Education and Culture, 1999).

Briefly the Director of Basic Education mentions five teacher competencies including: (1) teachers must master the curriculum, (2) teachers must master each subject matter, (3) teachers must master evaluation methods and techniques, (4) teachers must be committed to the implementation of the task, and (5) teachers must be disciplined in a broad sense, both in service and in the community (Dit Dikdas, 1996/97).

From this description it can be concluded that the professionalism of teachers in the learning process is characterized by how far their mastery and use of the aspects which are the competencies of the teachers mentioned above.

Based on data from information and the internet (www.Yahoo.com, 2003: 3), it is stated that the quality of a teacher is determined by his character or personality, including:
1. a belief that all children can learn, but not all in the same way
2. a belief that teachers are learners and children are teachers with a high level of respect for all students
3. High expectations for all students, but not the same for all
4. a humanistic rather than custodial approach to class room center.
In the description above stated about the qualities of a qualified teacher. Famous teachers may have very different personalities and studies, but research shows that, they have the following characteristics:

1) believe that all children can learn, but not in the same way,
2) believe that the teacher is the student and the child is the teacher,
3) have high respect for students,
4) have high expectations of students, but not all are the same,
5) are humanistic, not rigid in mastering class.

In addition to the above, also stated about the quality of teachers as follows:

Some teachers lack accredited training in subject matter, learning theory, and pedagogy. Critics suggest that these poorly prepared teachers are often assigned to disadvantaged or at risk students, depriving them of equal opportunities for sound education (www.Yahoo.com, 2003: 1).

Some teachers lack training in teaching materials, learning theory, and education. Critics say that not good, will result in students not developing well, and make them lose the opportunity to get a good education.

3. C. BUILDING EFFECTIVE SCHOOLS

In the autonomy of education, there are actually ample opportunities to make education in the regions more qualified. This can happen because the Regent / Mayor currently has full authority in determining the quality of schools in his area, both through the teacher recruitment system, student recruitment, teacher professional development, school principal recruitment, determination of evaluation systems etc. (Akrim & Harfiani 2019).

So, talking about the quality of primary and secondary education in the era of autonomy depends on what the regions want. In other words, the quality of education at this time is more dependent on the commitment of the region to formulate a vision and mission in their area. If the region is sufficiently visionary, the development of the education sector will have a great opportunity to be able to meet quality standards in accordance with stakeholder expectations.

When local governments have a strong political will accompanied by policies that prioritize the importance of education as a human investment effort in the region, it is certain that the quality of education will be upheld. Conversely, if the regional government views education as not important, so that the vision and mission of education in the region is not clearly formulated and cannot be developed into a solid education fraction, it will be easy to guess that education in the region will not be good.

As a result, education fractions will run unprofessionally, schools will be managed ineffectively. Finally, the vision and mission in the school will turn into something that is considered too luxurious. So this condition will encourage education fractions in the regions to lose their direction in carrying out their functions professionally. Building a school culture so that a school becomes an effective school is a challenge for local governments in dealing with educational autonomy.

The characteristics of an effective school according to Mortimore:
1. Active, not passive.
2. Invisible.
3. Complicated, not simple.
4. Influenced by individual differences between students.
5. Influenced by various contexts.

Furthermore, according to Sackney there are several important characteristics for an effective school:
1. The existence of a vision and mission that is understood together by the school community, broken down into:
   a. There is a system of values and beliefs that are mutually understood by the school community.
   b. There are clear school goals for instructional leadership.
2. A conducive learning climate in schools, including:
   a. There is student involvement and responsibility.
   b. Supporting physical environment.
   c. Positive student behavior.
   d. Family and community support for schools.
3. There is an emphasis on the learning process, which stands:
   a. Focus on the curriculum and instructional.
   b. There is the development and collegiality of the teachers.
   c. High expectations from the school community.
d. The existence of repeated use of student learning progress.

4. TEACHER PROFESSIONAL CODE OF ETHICS

If the teacher's competence is related to the three main characteristics of professionalism (knowledge, skills, and commitment) as mentioned earlier, then it can be stated that the characteristics of teacher professionalism in the learning process are as follows.

1. Knowledge, which refers to the mastery of the teacher regarding the theoretical basis of science and its instrumental devices, both related to the curriculum material and to the teaching itself.
   a. Mastering the material that is the field of study material in the school curriculum and things that are enrichment/support, including in this aspect is mastery of scientific instrument sets (for example systems thinking, scientific reading, problem solving skills, and so on).
   b. Mastering the basics about education, especially about teaching, both regarding methods, objectives, tools/media, supervision, education administration, and so on.

2. Skills, which refers to skills and ways to teach them effectively and efficiently.
   a. Able to manage teaching and learning programs: formulate instructional goals, use instructional procedures appropriately, carry out teaching and learning programs, recognize students' abilities, plan and implement remedial teaching.
   b. Manage classes neatly and regularly, arrange classrooms for teaching, create a harmonious teaching and learning climate.
   c. The use of media/resources, can recognize, choose, and use media, can make simple teaching aids, use and manage laboratories in the context of teaching and learning, use the library in the context of teaching and learning, using micro teaching units and field experience programs.
   d. Able to allocate teaching and learning interactions.

3. Commitment, which refers to the morality that must be owned by a teacher.
   a. Providing guidance and counseling services for students, including here is a good example of morale for students.
   b. Get to know and organize school administration.
   c. Understand the principles and interpret the results of educational research for teaching purposes.
   d. Carry out assignments in accordance with the teacher's code of ethics.

The above Code of Ethics for Teachers can be formulated as a set of values and norms of the teaching profession that are well-structured and systematic in a whole and round system.

In the Opening Speech of the PGRI XIII Congress, the General Chair of the PGRI stated that the Indonesian Teachers Code of Ethics was the moral foundation and code of conduct of teachers, PGRI citizens in carrying out their service calls to work as teachers (PGRI, 1973). From the opinion of the Chairperson of the PGRI, it can be concluded that in the Indonesian Teachers Code of Ethics there are two main elements, namely: (1) as a moral foundation, (2) as a guide for behavior. In other words it can be said that: the function of the Indonesian Teachers' Code of Ethics is as a moral foundation and a code of conduct for every PGRI teacher in carrying out his duties and dedication as a teacher, both inside and outside of school, and in everyday life in the community. As such, the Teacher Code of Ethics is a very important tool for the formation of professional attitudes of members of the teaching profession.

As with other professions, the Indonesian Teachers Code of Ethics was established in a congress that was attended by all PGRI Management delegates from all over Indonesia, first in the 1973 PGRI Congress in Jakarta, and then perfected in the 1989 PGRI Congress XVI in Jakarta which gave birth to texts. The revised Indonesian Teachers Code of Ethics is as follows:

1. The devoted teacher guides students to form a complete Indonesian human with the spirit of Pancasila.
2. The teacher has and implements professional honesty.
3. The teacher tries to obtain information about students as material for conducting guidance and coaching.
4. The teacher creates the best possible atmosphere of the school which supports the success of the teaching and learning process.
5. The teacher maintains good relations with the parents of students and the surrounding community to foster participation and a shared sense of responsibility towards education.
6. The teacher personally and jointly develops and improves the quality and dignity of his profession.
7. The teacher maintains professional relations, family spirit and social solidarity.
8. Teachers together maintain and enhance a PGRI organization as a means of struggle and devotion.


From the description it appears that the code of ethics of a profession are norms that must be heeded by each member of the profession in carrying out the duties of his profession and in his life in society. These norms contain instructions for members of the profession about how they carry out their profession and prohibitions, namely the provisions about things that may not be done by them, not only in carrying out their professional duties, but also concerning the behavior of members of the profession in general in the daily association in society.

By guiding the basics as stated in the Teacher Code of Conduct, teachers are expected to be able to carry out their duties and functions as education personnel well.

5. CONCLUSION

In relation to education staff, this teacher professional should be born by an educational institution of tertiary education (LPTK). Therefore this requires an understanding and identification of the tasks and competencies that must be possessed by the teacher to be able to carry out the task in question. The teacher is in charge of preparing capable human beings who can be expected to develop themselves and develop the nation and state. Teacher positions have many tasks, both bound by the department and outside the service in the form of service. The task of the teacher is not only as a profession, but also as a task of humanity and society.

The task of the teacher as a profession requires the teacher to develop self-professionalism in accordance with the development of science and technology. Educating, teaching, and training students is the task of the teacher as a profession. The task of the teacher as an educator means to continue and develop the values of life to students. The task of the teacher as a teacher means continuing and developing science and technology to students. The task of the teacher as a coach means developing skills and applying them in life for the future of the students. The task of humanity is one aspect of the task of the teacher. This side cannot be ignored, because teachers must be involved with life in society with social interaction. Teachers must instill human values in students, so students are educated so that they have the nature of social solidarity.

6. REFERENCE


