Improving Teacher of Professionalism in Salomallori State Madrasah Ibtidaiyah, Sidrap District

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Abstract. Teachers as the "spearhead" in education and learning activities at madrasah, have a big responsibility for their professional duties. Teachers do not only focus on the transfer of knowledge to students but have the task of developing students' personalities to be more mature and independent. Madrasah Ibtidaiyah as a basic educational institution is the foundation for strengthening the values and intellectuals of students. If at the madrasah ibtidaiyah the level of experiencing obstacles and failures, it will have a major effect on the development of students when entering the next level of education. Therefore, the problem of education in madrasah ibtidaiyah is needed by professional teachers to overcome these various problems. Madrasah Ibtidaiyah is considered urgent to develop the competence and skills of its teachers so that they can become a "locomotive" for the transformation of higher quality education. The existence of teachers in madrasah ibtidaiyah requires competence and competence to be able to contribute significantly to improving the quality of education. Professional teachers at madrasah ibtidaiyah if they have competence, namely pedagogic, professional, personality, social, and mastery of information technology (IT).

Keywords: teacher; competence; professionalism; assignment; quality.

1. Introduction

School leaders who are called school principals have both responsibility and authority, namely having the authority to manage and regulate their subordinates in the school. Leadership is exercised on the basis of authority with personal influence that arises from its base, personality, and intelligence.[1]Studies show that the principal is a person who has the authority to determine the leadership pattern and work culture of a school. Thus, it can be emphasized that the success and achievement of a school is the skill and success of the principal[2]. The success of the principal if he is able to improve the quality and loyalty of his subordinates in achieving school goals. The development of the quality of teaching staff in schools is not only about improving their skills, but also optimally empowering their competencies[3].

Work accentuation in principal managerial management of educational programs is actually process-oriented based on planning and organization. Education actually prioritizes process quality as a prerequisite for producing quality outputs (products)[4]. Schools are formal institutions that require educators (teachers) to be professional in carrying out their main duties and functions. The main task of a professional teacher is to require steady preparation by strengthening competence through education and training, which is based on expertise (science), arts and special skills, which are regulated in a career development code of ethics.[5] Teacher is a profession that requires supervision and control from the principal.

Alma argues that professional teachers are teachers who have personality integrity, master teaching materials, are competent in transforming knowledge effectively and efficiently.[6].

Requirements for professional teacher criteria include: having adequate professional education qualifications, having the ability to communicate well with their students, having scientific competence in accordance with the field they are engaged in, having a work ethic and high commitment to their profession, having a creative and productive spirit, and always doing continuous self-development (continuous improvement) through professional organizations, the internet, books, seminars and the like[7]. The problem of principal managerial competence begins with the appointment process, which is often judged to have political and dispotistic content, not as a career position. The implication of this phenomenon has resulted in many public judgments that school principals are unable to work professionally[8]. It is very important to research related to the managerial competence of the head of MIN Salomallori, the related variables, the impact especially on teacher professionalism.

Professional can be defined as a person who performs a professional task as an expert if he specifically gets it from learning[9]. Education is a dynamic and dialectical activity, so it is important for teachers to always upgrade their competence. To maintain teacher quality and professionalism, teachers must always be people who always want to learn to improve themselves[10]. Teachers experience challenges in the midst of disruption and are full of competition, it is necessary to have a new paradigm of professional teacher profiles, namely; 1. to have a mature and developed personality; 2. strong mastery of science; 3. skills to arouse students to science and technology; and 4. professional development on an ongoing basis[11].

Teacher professionalism includes four competencies, which include pedagogical competence, professional competence, personality competence, and social competence. This coverage is an indicator that a teacher must be able to carry out the teaching profession professionally[12]. In essence, the professionalism of teachers is emphasized on three basic abilities, namely: professional abilities, personal abilities, and social abilities[13]. Thus, teachers should become teachers before carrying out their duties, because of the variable capacities they must have. Professional teacher skills are needed, considering that in this context the teacher is not only in charge of transferring knowledge, but also in educating his main task[14].

In professional competence, a teacher is required to have basic abilities, namely: (1) Teachers are required to master the material to be taught; (2) Teachers are able to manage learning programs; (3) The teacher is able to manage the class well; (4) Teachers are able to use media and teaching resources; (5) The teacher has mastered the foundations of education; (6) The teacher is able to manage learning interactions; (7) The teacher is able to assess student achievement for teaching purposes; (8) Teachers are familiar with the functions and programs of guidance and counseling services; (9) Teachers know and are able to participate in school administration, and (10) Teachers understand the principles of educational research and are able to interpret the results of educational research for teaching purposes[15].

Types of teacher competency development programs in order to carry out their duties professionally, are: (1) Education and training, including: in-house training (IHT), apprenticeship programs, school partnerships, distance learning, tiered training and special training, short courses at LPTK, internal coaching by schools, and further education; (2) Activities other than education and training include: discussion of educational issues, seminars, workshops, research, writing of books / teaching materials, making learning media, and making technology / works of art.[16] Efforts can be made starting from policies, providing facilities, opportunities, and encouragement that support these policies, in addition to providing rewards for those who are willing and able to develop and imposition of sanctions for teacher educators who do not want to develop. In order for the provision of rewards and sanctions to be carried out effectively, ethically and educatively, a teacher educator capacity assessment

system must be developed and socialized openly. The components of the assessment that really need to be disseminated are the time for the assessment, the assessment instrument, the appraisers, and the success criteria[17].

2. Research Method

This research conducted in Madrasah Ibtidaiyah Negeri Salomallori Sidrap. This type of research is qualitative. Qualitative research is characterized by: (1) using a natural setting as a direct source of data; (2) it is descriptive analytic; (3) emphasizes the process, not the result; (4) is inductive; (5) prioritizing meaning or interpretation[18]. Qualitative research is the focus of attention with a variety of methods, including interpretive and naturalistic approaches to the subject of its studies[19]. The research steps used the Research and Development (R & D) approach, namely (1) research and information gathering, (2) planning, (3) developing the initial form of the product, (4) initial field testing, (5) major product revisions. , (6) main field tests, (7) operational product revisions, (8) operational field tests, (9) final product revisions, and (10) dissemination and implementation[20].

The flow of this research, carried out the preparation and design of research instruments by the research team, then instrument validation, study of research objects (principal managerial competence and teacher professionalism, focus group discussions by resource persons, related parties, and the research team, product design of the principal managerial competency system. , product testing and revisions, and product socialization through dissemination.

The data sources in this study are classified into three parts, namely: person (data source in the form of humans), place (data source in the form of a place), and the data source in the form of a paper, namely symbols.[15] Person aspect, namely head of madrasah and teachers as well as expert input through FGD, place aspect, namely Madrasah Ibtidaiyah Salomallori State, and the paper aspect, namely official documents in madrassas and related scientific literature.Supporting data is the result of literacy studies and expert judgment and the results of focus group discussions. The instruments and data collection techniques used by researchers in the field were interview guidelines, observation guidelines and documentation notes. Qualitative data analysis used in Miles and Huberman's model, namely data reduction, data display, and conclusion drawing / verification[21].

3. Result and Discussion
3.1 Teacher Professionalism at MIN Salomallori
3.1.1 Professional competence of Madrasah teachers.

Teachers who have professional competence are teachers who have extensive knowledge of the subject matter (field of study) to be taught as well as mastery of methodology in the sense of being able to choose a method in the learning process so that it can take place properly and each student is able to receive learning properly according to with their respective capacities. The informant's statement stated that: all teachers at MIN Salomallori have undergraduate qualifications with scientific backgrounds. Teachers teach according to their disciplinary expertise, almost all of whom have passed certification, and have attended the training[22]. Then the informant from the teacher stated that: only one teacher had not passed the certification not because he was not yet competent, but the length of service had not met the requirements[23].

Professional teachers are educators who have academic potential, minimum undergraduate educational qualifications, are creative, and innovative in learning. The informant's statement, namely the

head of MIN Salomallori, that: teachers here can be assessed from the academic side, academic background and qualifications, performance, innovation and creativity, the ability to use IT for learning, have been owned by teachers at MIN Salomallori[22]. Furthermore, the information from the teacher informants, namely: teacher competence at MIN is quite good, with indicators, discipline, the existence of learning tools such as syllabus and lesson plans, the use of various strategies and methods in learning, the ability to manage classes, and the use of IT in learning[24].

The teacher as a professional educator can carry out the function of transferring knowledge in learning for cognitive, affective, psychomotor development. Professional teachers become facilitators in learning, as the informant explained that: At MIN the 2013 curriculum has been implemented, is thematic in nature and uses contextual strategies. This means that the teacher prepares RPP at the start of a new school year, accompanied by the making of Prota (annual program) and Promes (semester program).[25]. Furthermore, another informant provided information that: Now starting to implement the 2013 curriculum, before learning the teacher must prepare materials, strategies, and teaching materials properly. For this reason, I always prepare or plan what will be delivered later, how the methods and how the evaluation will be carried out later. Of course, it refers to the existing curriculum provisions, but for 100% application it is still not possible, because each subject matter cannot always use various methods. Relative from what subject matter is taught and also the creativity of the teacher itself[26].

Teachers as professionals mean that they already have academic qualifications, have competence, and have a teacher certificate. The teaching profession is a field of work carried out based on principles that can be observed in the field, namely as follows: (1) Having talents, interests, vocation, and idealism; (b) Having a commitment to improve the quality of education, faith, devotion, and noble character; (c) Having educational qualifications and educational background in accordance with the field of work; (d) Has the necessary competence in accordance with the field of work; (e) Has responsibility for the performance of professional duties; (f) Obtain an income determined in accordance with work performance; (g) Have the opportunity to develop professionalism in a sustainable manner by lifelong learning; (h) Has guaranteed legal protection in carrying out professional duties; (i) Having a professional organization.

3.1.2 Quality of Islamic Religious Learning in Madrasah.

Education seeks to develop the image and improve the abilities of students at a certain level. A teacher is required to master various abilities as a professional teacher in his field. Based on the results of observations in the field, generally teachers at MIN Salomallori, Sidrap Regency apply a student-centered approach with cooperative learning strategies that can encourage students to learn actively, creatively, and fun, varied learning methods, and more dynamic classroom management.[27].

Learning with the use of IT has become a demand and need now, especially in the midst of the Covid-19 pandemic, which limits direct interaction in the crowd (social distancing). Based on field observations, MIN Salomallori teachers all use online learning IT, with an application platform that is practical and easy for students to do at home. However, technical obstacles often arise such as the absence of facilities owned by students such as Android Mobile, Signal, or internet credit[27]. The efforts of teachers in mastering learning IT have increased since the implementation of the policy of distance learning or learn from home during the Covid-19 pandemic.

Furthermore, the information provided by the informant explained that: We teach always try to improve competence and skills, with the goal of achieving goals or complete learning and students are happy to take part in learning. We continue to improve ourselves starting from the design of learning

devices, class management, interaction of educators and students, and are supported by facilities and learning culture in schools. Alhamdulillah, the results of each supervision in school always get good grades from the supervisor of the Ministry of Religion[23].

3.1.3 Learning strategies and methods at MIN Salomallori

Learning strategies and methods are very important in improving the quality of interaction between teachers and students. Based on the results of observations, there are two learning strategies that stand out in MIN Salomallori, Sidrap Regency, namely the Cooperative learning strategy and the PAIKEM learning strategy (Active, Innovative, Creative, Effective, and Fun Learning). For example, as applied by Islamic Education educators in Class VI on Islamic Education subjects with the topic of reading selected short surahs. After the teacher delivered the topic of discussion and learning objectives, students were invited to read the short surah their friends had memorized, after reading them, students were divided into three groups with each group getting a different assignment. The first group is in charge of translating the QS verse. An-Nas and QS. Al-Ikhlas, the second group is looking for the law of recitation contained in the QS verse. An-Nas and QS. Al-Ikhlas, and the last group was given the task of concluding the contents of the QS verse. An-Nas and QS. Al-Ikhlas. After completion, each group is asked to read the results of their group work with the other students responding and concluding by the teacher[27].

Another observation was also carried out in the English subject, carried out on Saturdays at 07.30-08.40, that is, a teacher is starting the lesson material. The teacher starts the subject matter by saying greetings. Before entering the subject matter the teacher asks students: "Are you ready to learn? Simultaneously the students answered: it's ready ma'am. The teacher then asked the students to pray together aloud and in unison. Then the teacher mentions the material to be studied and asks students to take out their English books. The presentation of the part of body material is presented in the form of a song / chant pointing to the body part contained in the lyrics of the song being sung. With this strategy it is easier for students to remember the subject matter.[27].

3.1.4 Teacher values and attitudes in developing professional competence

Based on the results of field observations from 03 - 05 September 2020, the values and attitudes shown by the teacher during learning at MIN Salomallori are as follows: 1) Responsibility; 2) Discipline; 3) Affection; 4) Honesty; and 5) exemplary[27]. Another informant's statement stated that, the main attitude we show is commitment and work sincerity, professional work is considered part of worship, builds optimism, develops cooperative and tolerant attitudes, and various positive values in the world of education and learning[26].

Teacher professionalism at MIN Salomallori is seen in the aspects of academic requirements and competence. Academic requirements include a minimum academic qualification of undergraduate (D.IV), physical and spiritual health, fulfilling a certification program, working according to expertise (scientific discipline), work experience. In the aspect of teacher competence, it is stated that they meet criteria such as personality competence, social competence, pedagogical competence, and professional competence. The acceleration in the 4.0 industrial revolution and the Covid-19 pandemic urged teachers to have competency in information and communication technology (ICT) as a vehicle for academic services and learning in schools. Teacher professionalism is an absolute requirement in improving the quality of education at MIN and is a joint commitment in making it happen.

3.2 Efforts to Increase Teacher Professionalism at MIN Salomallori

Increasing teacher professionalism is part of the responsibility of leaders in madrasah. The head of the madrasah is the main person responsible for improving the quality of education, so one strategic step is to achieve this goal through teacher professionalism. Teachers are the 'backbone' in madrasah which have a major contribution in improving the quality of education and learning. Principals of madrasah are required to have academic commitment by encouraging teachers to have professional awareness and be proactive in developing their competences.

Increasing the professionalism of teachers at MIN Salomallori, the following is the information given by the Head of MIN as an informant, as follows:

Efforts made include: empowering the competencies possessed by teachers, encouraging active participation in the KKG, holding internal training, especially preparation for teacher certification, sending outside training, encouraging further studies to a higher level, providing recommendations for scientific activities such as seminars, workshops , workshops, and so on, improve supervision in schools, and give appreciation to creative and innovative teachers[22].

Based on the information from the informants above, it shows that the head of MIN Salomallori has academic commitment in increasing the competence and commitment of teachers in carrying out their main duties and functions. Furthermore, the results of an interview with one of the informants related to increasing teacher professionalism, namely:

The efforts of the head of MIN have a very big role in developing the quality of education. The development of morale, harmonious cooperation, interest in educational development, a pleasant working atmosphere and the development of professional quality among teachers is largely determined by the leadership quality of the principal of the madrasah. The efforts made by the head of MIN in improving teacher professionalism include empowering teachers based on their competence, encouraging active in teacher working groups (KKG), holding internal training on main tasks and careers such as the teacher certification program[28].

The efforts of the head of MIN in improving teacher professionalism are considered quite good, due to the explanation from the respondents above who have participated in programs including teacher working groups (KKG), training activities (training), upgrading and workshops in career fields and teacher certification programs, including the use of IT in learning, and various other supporting activities. The results of interviews with informants regarding the efforts of the head of MIN Salomallori in improving teacher professionalism, are as follows:

The efforts of the head of MIN in improving teacher professionalism include training (education and training), coaching, individual meetings, creating togetherness and kinship, sending teachers in academic activities in the form of upgrades, seminars, teacher working groups (KKG), and direct or indirect supervision. live. Another effort is workshops, and encourages teachers to develop social care for students, fellow teachers, and employees as well as for the community[23].

Based on the information above, it can be concluded that the principal's efforts to improve teacher professionalism are empowering teacher competencies, being active in teacher working groups (KKG), holding training, increasing supervision, and various other policies. This was also emphasized by the Head of MIN Salomallori regarding the steps taken to improve teacher professionalism, namely:

The steps I take are increasing teacher knowledge by delegating teachers to educational activities that aim to increase their professionalism in the form of seminars and upgrades, increase teacher creativity by stimulating and arousing teacher enthusiasm in teaching. Providing supervision and

guidance and assistance to teachers, Providing media and equipment for learning resource centers, collaborating to develop learning models, trying to foster good cooperation with teachers and staff, increasing teacher discipline including for teachers participating in every school activity, and giving awards to teachers and employees who excel[22].

Based on the explanation of the interview results, it can be concluded that the steps taken by the head of MIN Salomallori in improving teacher professionalism are increasing teacher knowledge, increasing teacher creativity, by stimulating and arousing teacher enthusiasm in teaching. Providing supervision and guidance and assistance to teachers, providing media and completeness of learning resource centers, working together to develop learning models, trying to foster good cooperation with teachers and staff staff.

Furthermore, the information provided by the informant regarding the steps of the Head of MIN Salomallori in improving teacher professionalism, was as follows:

Provide a pleasant workplace, adequate learning tools, a place to rest in a comfortable school, clean and beautiful schools, adequate lighting, provide opportunities to increase knowledge, improve teaching skills, and acquire new skills. Striving for the effect of teacher work in schools on the harmony of family members, the education of family members, and the happiness of their family, realizing and maintaining teacher job security remains stable and their work position remains stable so that teachers feel safe in their work, pay attention to improving teacher status by fulfilling complete status in the form of equipment that supports the work position of the teacher[29].

The responsibility of the head of MIN is quite broad in improving teacher professionalism. The power relation between the head of MIN and teacher professionalism is not only related to the academic realm, but also to the supporting factors for creating an academic atmosphere for teacher professionalism. The academic atmosphere is the creation of a balanced ecology in madrassas, a pleasant school atmosphere for the implementation of professional duties, creating an 'atmosphere' of cooperation with a full of kinship, and mutual support in improving the quality of each other's professions and careers. Teachers who have comfortable interaction, creative confidence, appreciation for performance will continue to be encouraged to develop their competence and professionalism in carrying out their main duties and functions.

The commitment and efforts of the head of MIN in realizing teacher professionalism can be realized if the teacher concerned has the same commitment. Teachers are personally required to have high awareness and strong commitment to improve their professionalism, even though there is an intervention by the head of MIN as an external stimulus through his authority. Teachers have a big responsibility in improving the quality of education and learning, of course the focus is on carrying out these responsibilities professionally. Students are dynamic and complex creatures, becoming input for teachers to always upgrade their competencies in line with the learning trends that students have. Likewise with the aspects of science and technology, which are always developing all the time, be the main guide to develop scientific capacity so as not to be out of date. Teachers also have a big task in synchronizing the education system in madrasas with cultural trends and social life around them.

4. Conclusions

Teacher professionalism is a demand and need in improving the quality of education and learning at MIN Salomallori. Based on the research results, it can be concluded that:

4.1 Teacher professionalism at MIN Salomallori, seen from the aspect of undergraduate academic qualifications, has been certified, the ability to compile learning tools, work with quality learning

orientation, the ability to develop learning strategies and methods, the ability to develop learning media and technology and learning resources, the ability to develop classroom management, the designing a learning evaluation system, the ability to develop values and educational attitudes such as responsibility, discipline, affection, honesty, and exemplary.

4.2 Efforts to increase teacher professionalism at MIN Salomallori are a commitment from the head of MIN, which includes training to make learning tools, training in developing soft skills in both academics and careers, encouraging actively in KKG, providing recommendations for participating in scientific activities such as seminars, workshops, workshops, and so on, encouraging further studies, increasing supervisors, preparing complete learning facilities, creating a conducive school environment, providing appreciation for good performers, and involving teachers in the process of formulating and making policies.

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