

Development of Teacher Position in Islamic Education Institutions: Teachers as Professional Educators

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ABSTRACT: *Coaching is an effort, action, and activities that are carried out efficiently and effectively to obtain better results. While growth is a thing (state) grows; progress (progress etc.). So that guidance on the growth of positions of teachers can be defined as efforts, actions, and activities carried out efficiently and effectively to obtain better results. In this case, a professional job, it would be wise to discuss one-word teacher, position, and licensed as a keyword that can be used as a professional position. Thus this text will discuss in detail the formation of teacher positions in Islamic educational institutions.*

Pembinaan merupakan usaha, tindakan, dan kegiatan yang dilakukan secara efisien dan efektif untuk memperoleh hasil yg lebih baik. Sedangkan pertumbuhan adalah hal (keadaan) tumbuh; perkembangan (kemajuan dsb). Sehingga pembinaan terhadap pertumbuhan jabatan guru dapat didefinisikan sebagai usaha, tindakan, dan kegiatan yang dilakukan secara efisien dan efektif untuk memperoleh hasil yg lebih baik dalam pertumbuhan atau perkembangan jabatan guru. Dalam hal ini guru sebagai jabatan profesional, alangkah bijaknya jika dibahas satu-persatu pengertian dari kata guru, jabatan, dan profesional sebagai kata kunci yang dapat memberikan gambaran tentang apa yang dimaksud dengan guru sebagai jabatan profesional tersebut. Dengan demikian naskah ini akan membahas secara detail perihal pembinaan jabatan guru di lembaga pendidikan Islam.

Keywords: *Coaching of Positions, Teachers, Islamic and Professional Education.*

INTRODUCTION

Leadership can be interpreted as the ability to move, influence, motivate, invite, direct, advise, guide, instruct, govern, prohibit and even punish (if necessary) and foster with the intention that humans as management media want to work to achieve organizational goals effectively

and efficiently. It is the ability and readiness that a person has to be able to influence, encourage, invite, guide, move and if necessary force others to accept that influence. Next, do something that can help achieve a particular purpose or goal. Leadership is an important factor that most determines the running or not of an organization or institution. A direction is also one of the critical factors that influence the failure or success of an institution (organization). (Kunandar, 2007: 65).

In the hands of leaders, program planning activities, organization, implementation, supervision, evaluation and so on. The rolling autonomy of education for educational institutions demands the existence of this institution to be managed professionally. While the professionalism of an educational institution is very dependent on its ability to perform management and leadership functions, so it has competitive capabilities. One important instrument that is a concern in managerial processes is students and teachers because in educational activities the two elements greatly determine the achievement of the expected educational goals together. Education itself is understood as an activity of preparing students through guidance, teaching or training for the role of future students. For this reason, to maintain the continuity of the student coaching process between the quality of the initial process towards final quality (outcomes), then an institution must provide target graduates to students. The position and role of the teacher are trying to deliver students to the four graduate targets above through the overall tasks and responsibilities as an educator. (Lely Halimah, 2006: 24).

Therefore a teacher must have various competencies including competencies in his field and competence as educators, mentors, and instructors, besides that it also needs to have moral and scientific integrity which ultimately has an impact on graduates (outcomes) which results can be justified to the public in the educational and non-educational environment. For this reason, the leadership of the madrasa head is very much needed about the above. Moreover, this is related to the existence of the teacher in terms of the growth of his position. For this reason, the presence of this discussion is expected to be closely related to the development of teacher positions.[]

LITERATURE REVIEW

Development of Teacher Position Growth

Coaching is an effort, action, and activity carried out efficiently and effectively to get better results. Whereas growth is a thing (condition) grows; development (progress, etc.). So that guidance on the growth of teacher positions can be defined as efforts, actions, and activities carried out efficiently and effectively to obtain better results in the growth or development of teacher positions. In this case the teacher as a professional position, it would be wise if discussed one by one understanding of the word

teacher, place, and licensed as a keyword that can provide an overview of what is meant by the teacher as the professional position. (Saiful Sagala, 2005: 30)

Based on Law No. 14 of 2005, that what is said by teachers is professional educators with the primary task of educating, teaching, directing, training, evaluating, and evaluating students in early childhood education through formal education, primary education, and secondary education. Republic of Indonesia Constitution No. 14 of 2005 concerning Teachers and Lecturers. This definition implies that the teacher is an educator who has a domain informal education (not informal or non-formal). Then, the description of the office is identified with the word profession, which means a field of work that wants to or will be occupied by someone.□

While more defined explicitly by Webster (1989), that profession or position is a particular job that requires specialized knowledge and skills obtained from intensive academic education. In the first sense, it is explained in general, which means that it applies to any field of work that is being practiced, but in the second sense it is more specific to work occupied by the educator or teacher. As for what is meant by professionals according to Law No. 14 of 2005 concerning Teachers and Lecturers, explained that professionals are work or activities carried out by someone and become a source of income for life that requires expertise, skills or skills that have certain quality standards or norms and need professional education. (M. Ngalim Purwanto, 2003: 77)

From the above understanding, it can be concluded that what teachers mean as professional positions are formal educators who have jobs to produce sources of life as a result of the academic process and have certain quality standards and ethical codes in carrying out their work. The teacher's responsibility, in turn, requires school management to continually develop the professionalism of the teacher, because not only on one side the subject matter becomes more extensive, but teaching itself becomes more complex and more challenging. Students as teacher partners in developing knowledge, which has a sense of responsibility to be more successful and better than previous generations, is another side that challenges teachers to be more successful and better than previous generations, is another side that challenges teachers always to give relevant material, up-to-date and ready. The teacher can indicate a profession or functional position in the field of education and learning, or someone who occupies and performs tasks in the area of teaching and learning.□

In Law No. 20 of 2003 concerning the Indonesian National Education System Article 39 paragraph 3 states that educators who teach in primary and middle education units are called teachers. Meanwhile, the task of the teacher as mentioned in Article 39 paragraph 2 is to plan and implement the learning process, assess the results of learning, conduct

guidance and training, and conduct research and community service. RI Law No.20 of 2003 concerning the National Education System. This means that in addition to teaching or the learning process, the teacher also has the task of carrying out coaching and training in training and even needs to conduct research and service to the surrounding community. To be able to carry out their duties and responsibilities, a teacher must have some competencies or master some knowledge, attitudes, and skills related to their field of work. Competencies that must be possessed by the teacher can include pedagogical competencies, personality competencies, social competencies, and professional competencies. (Afiful Ikhwan, 2017)

Pedagogic skill is related to the ability to manage to learn, while personality competence is a robust personal ability, noble, wise, and authoritative and an example of students. Social power is related to the strength of relationships between individuals and in community life. (Afiful Ikhwan, 2018: 1-16). Whereas, professional competence is the ability to master learning material and his field of expertise. Teachers who have professional competence will be seen in carrying out their duties and responsibilities at the school/madrasah where they work. (E. Mulyasa, 2004: 63). According to Muhaimin, a teacher is said to have professional abilities if he is attached to a highly dedicated attitude towards his duties, a commitment to the quality of work processes and results, and continuous improvement attitudes, namely always trying to improve and renew models or how it works according to demands the era which is based on high awareness that the task of educating is the task of preparing the next generation who will live in his age in the future. (Muhaimin, 2001: 54)

In the context of the learning process in the classroom, teachers who have professional abilities mean that they can carry out the learning process effectively. According to Davis and Thomas in Suyanto, effective teachers have the following characteristics: (Gibson, 1965: 86)

1. Having knowledge related to the learning climate in the classroom which includes:
 - a. Have interpersonal skills specifically the ability to show empathy, respect for students, and sincerity,
 - b. Establish good relationships with students
 - c. Able to accept, acknowledge and pay attention to students sincerely
 - d. Demonstrate high interest and enthusiasm in teaching
 - e. Able to create an atmosphere for the growth of cooperation and cohesiveness in and between groups of students
 - f. Able to involve students in organizing and planning learning activities
 - g. Able to listen to students and respect their right to speak in every discussion,
 - h. Able to minimize friction in class.
2. Capabilities related to learning management strategies, which include:

- a. Have the ability to deal with and respond to students who do not have attention, like to interrupt, divert attention, and be able to provide the transition substance of teaching materials in the learning process
- b. Ready to ask or give assignments that require different levels of thinking for all students.[]
3. Having abilities related to giving feedback (feedback) and reinforcement (reinforcement), which consists of:[]
 - a. able to provide positive feedback on the response of students
 - b. ready to provide a helpful response to students who are slow in learning[]
 - c. able to provide follow-up to students' answers that are not satisfactory
 - d. able to provide professional assistance to educators if needed.
4. Having abilities related to self-improvement which include:[]
 - a. Able to apply curriculum and teaching methods in an innovative way
 - b. Ready to expand and increase knowledge about learning methods[]
 - c. Able to utilize teacher planning in groups to create and develop relevant learning methods. (Afiful Ikhwan, 2013)

The speed of the development of science and technology has put pressure on educational institutions in various ways such as organizational structure facilities and human resources. In terms of human resources including staff, teachers, management, technical and administrative matters. Educational institutions not only need additional personnel but the main thing is to improve professional development. Ideally, every educational institution has a comprehensive program, especially to increase the growth of teacher positions, especially for increasing the competence of professional teachers (university teachers).[]

The form of Teacher Position Growth[]

The type of growth/development of teacher professionalism can be classified into two aspects, namely:[]

1. In terms of participants, there are two development objects, namely teachers who hold basic positions/managers and teachers who do not hold structural positions, namely operational implementation of the teaching and learning process, commonly called operative positions.[]
2. In terms of stages of activity.
 - a. Development Participants. Both structural positions and functional positions both have their respective development goals. For key positions, development is aimed at strengthening skills in the handling of tasks and strategic problems of the organization, so that various aspects related to leadership work can be more effective. This is by what was said by A. stoner who stated that "management

development is designed to improve the overall effect of managers." It is recognized that the pressure on effectiveness, will encourage the tendency of development terms that like education and practice to be interpreted, to be construed as indoctrination and even sometimes empty time, to avoid accusations that management is ineffective. In this connection, Edward and Bass concluded the results of his observations that management development which was initially oriented to the needs of the group, ultimately had to consider the orientation of the leadership as individuals who each had unique guidance. While for operative positions development is aimed at increasing technical skills knowledge, especially teaching and learning, research, service and advice so that work performance is better. There are various sources to determine what is most dominantly needed by lecturers to support the implementation of Tri Dharma duties. (Dirawat, 1983: 77)

- b. Stages of Development Ideally, the development of teacher professionalism begins with the development of top leaders who are directly related to the teacher, such as the chairman and other leaders as the person who gets the first development program. Then gradually the development is directed at the people below it seen from the organization. Through these stages of the model, the principles of staff development can be better prepared to be applied and applied. But when such programs are difficult to carry out, for example, because the chairperson and several top positions do not occupy the central place in the role of staff development, development must begin simultaneously with middle-level leaders, teachers, and staff members. But if this is not possible, then the event can be started from an enthusiastic group of teachers or staff groups. (Wasty Sumanto, 33)

Guidance Steps for Teacher Position Growth

As for the details of the personnel development task function according to Gibson and Hunt, not only is an official appointed to be an employee in one agency but furthermore since looking for and even determining energy requirements for educational institutions (recruitment). According to Hunt, the growth/development activities consist of procurement activities, work activities, and withdrawal activities.¶

1. Procurement Activities (the hiring function) Procurement activities consist of:¶
 - a. Requisition, namely disclosure of personal needs, professionalism, and quantity. Determination of teacher needs consists of two aspects, namely quantitative aspects and qualitative aspects. Quantitatively, this determination is associated with student, teacher and facility factors. In terms of the number of students,

attention is paid to the total number of students, the number of hours of subjects offered per week, the number of hours of study that can be taken by all students, the average class size, and the average learning hours students can take. To find out the number of hours that can be made by all students per class, for example, is by multiplying the number of hours of lessons with the number of class students. When new teacher appointments are not possible, there are variations in efforts to overcome them related to increasing teacher-student ratios, the implication being to improve class size or increase the burden of teaching.¶

- b. Recruitment, namely the search for personnel to meet school needs. In the world of education, recruitment is defined as an activity that attracts some staff needed in an education system, which meets certain professionalism. The aim is to meet the needs of personnel both short and long term. The short term means fulfilling the demand for staff by the current situation demands, while the long run is fulfilling the provision of continuous personnel both service personnel and professional personnel. As part of the "the hiring function" activity, recruitment activities are followed up with selection activities or decisions about identifying personnel that are suitable for their needs. Related to that there is a unity between identifying needs, determining personnel requirements to meet needs, selection strategies, evaluating the effectiveness of appearance according to needs and readiness to change the steps needed to achieve a responsive, effective and efficient education system. (John Castetter, 1981: 89). To make recruitment effectiveness, Castetter then provides the following guidelines:¶
- 1) Activities in the recruitment process are guided and coordinated with previous provisions regarding human resources to determine several positions that must be met through recruitment.
 - 2) The recruitment process is essential, but it is not an integral aspect of the overall personnel function.
 - 3) The recruitment process is a careful, organized, directly controlled, continuous plan.
 - 4) Staff participation is recommended in the formulation and planning of recruitment implementation.
 - 5) There is a body that is responsible for mobilizing and delegating the implementation activities.
 - 6) Determination of the number and professionalism of personnel needs, qualification standards, site planning, and activities as well as evaluation of the effectiveness of recruitment planning.¶

- 7) Research personnel who meet the requirements according to field requirements. By looking at the signs, it can be said that recruitment activities are critical activities. Logically it can be accepted that the first and foremost activity in an organization is getting employees.
- c. Reflection is to professionalize personnel who meet the requirements of school needs.
 - d. Appointment, namely the activity of choosing a personal position. This activity is an activity of staff selection and placement. It is done not only when new staff is accepted, but it is done continuously as long as what is expected from the task can be done well. In the rotation of organizational development activities, this activity is located after assessment and control but before taking off the implementation of the strategic plan. Definitely, the selection process is a decision-making process for selecting someone, occupying a position based on the highest level of character needed, according to the requirements of the job demands of the position offered. Castetter offers seven steps as a selection process, starting from planning to placing in the required position. With the description as follows:
 - 1) Selection and placement activities are to design a selection plan. This is done by units involved in the group that determines institutional norms. The purpose of the policy is to assess the commitment of selection and outline the responsibilities of the administrator of the selection process.[]
 - 2) Determine the position and tasks that are the responsibility of the area. In this connection, the requirements of personnel will at the same time be considered because it is a unity between position, duty, and people who are qualified to assume the task. Based on that it is essential to know the behavior characteristics of prospective employees. These characteristics include:
 - a) background in life
 - b) personal traits (conceptual skills, technical skills, social relations skills, work motivation, emotional stability, and physical condition)[]
 - c) attitudes, interests, and needs[]
 - d) ability to carry out basic tasks
 - e) positions related to readiness and experience
 - f) teaching performance
 - g) value system.
 - 3) It is gathering the right information about the situation of the candidate. This includes information on work experience,

transcripts of diplomas, recommendations of those who have authority, examinations of interviews, observations, background checks and parties that provide suggestions and curriculum vitae.[]

- 4) Evaluate information through comparative studies between candidates and assessment reports that differ between actual behavior. For those who do not meet the required appearance, the alternative is rejection.
- 5) Make appointment decisions. In this case, the preparation of a list of requirements is needed, which is the primary consideration for making a decision.[]
- 6) Offer job opportunities to qualified applicants. This includes the place and works atmosphere offerings so that the expected results of the appointment of applicants can be fulfilled well.[]
- 7) Put the applicant in an agreed position. As the sixth step, in this activity, the leadership style, social style and situation of the area shown are clearly and openly stated. As stated by the model. The process of selection and placement is a series of interlocking. Therefore the seven steps used as the model above are not separated. These steps are one unit. Placement professionalism will be influenced by the professionalism of planning. Selection planning that does not produce good teachers will affect teaching professionalism, and the effect of poor teaching is dangerous as a result of the teacher selection process placed. (Sukamto, 1999: 43)

2. Work Activities

This phase of work consists of activities:[]

- a. Placement includes an orientation to the college system.
- b. Career development, including formulating the specialty of a professional career.
- c. Promotion and transfer from one position to another along the career line.
- d. Personnel relations, especially between personnel positions in careers.
- e. Personnel relations, especially between personnel positions in the organization for harmony and comfort in work.
- f. Service, an organization for harmony and comfort of work.[]
- g. Services, gifts, and improvement in working conditions.[]

This working phase is part of the teacher's career development and development. The process in this section begins with placement then career development, promotion, and transfer, while still paying attention to personnel relations capabilities and service capabilities.[]

In career development, Gibson and Hunt emphasized the importance of understanding the staff concept of work. The idea of working someone is the basis of how to live and how to act. Based on that, "time budgeting" can be arranged from the time of choosing a career and developing a job. In career development for teachers demanded the formation of a climate that reflects the integrity of science, personal integrity, our ability to use knowledge, practice knowledge and can interact in terms of togetherness and can use the results.[]

The outline of the work system is divided into two types of groupings, first by disciplinary groups and second by enterprise groups.[]In the first group, the work system was organized by similar expertise such as chemists with chemists, psychology with psychology and so on. Based on such grouping a concentration of discipline is formed. In this connection, science aside from being a supervisor is attached to the development of training; it also functions as a work control.[]

As for the second type of grouping the experts are grouped in a comprehensive group, with different expertise such as chemists with psychologists, historians, a specialist with specialists and so on. Sometimes the fields are limited to small areas such as the Institute of Technology.[]

Both types of groupings have different consequences for career development. Through grouping disciplines, teacher development opportunities are more linear, in a straight line discipline. While cluster on an enterprise basis, development opportunities can be multi-linear, therefore it is possible at certain stages of education, someone who explores the field of X switching lanes to explore the area of Y along the "academic capability" makes it possible.[]

In connection with the development of this career, it includes efforts in the form of promotion in the sense of being appointed to a stronger position, or transfer in the sense of moving to other parts that are more relevant by the academic development that has been pursued. Whereas in the form of development programs, both work systems through discipline and enterprise are possible to take the same method. (Afiful Ikhwan, 2013)

There are two terminologies that have different objectives in development activities. The first exercise is the development of improving skills in carrying out specific jobs; Both education is the development of increasing general knowledge and understanding of the overall environment. In UUSPN 2/1989 both terms are included in one terminology namely education.

3. In that phase the withdrawal of workers consists of activities:
 - a. Separation is withdrawal from one position.

- b. Benefits that provide various advantages that accumulate throughout the service of the personnel.[]
- c. Exit interview whenever possible.
- d. Position evaluation when the position will be filled again.

With regard to these three functions, even though the six personnel administration activities (procurement of labor, development of compensation, integration, and maintenance of relations) are interrelated between one another, there are specific points located in the supply of the power (the hiring function) and workmanship, which includes the decisive first step for the success of other activities, especially with regard to the professionalism of prospective initial input determining the success or failure of the next level of coaching.[]

The main differences between professional development activities between old regulations and new ones, such as the elaboration in the table below:

- 1) Kepmenpan Legal Basis number: 84/1993 dated December 24, 1993, concerning: Teacher's Functional Position and Credit Score of Minister of Finance and Bureaucratic Reform Number 16 of 2009 dated November 10, 2009, concerning Teacher's Functional Position and Credit Score.
- 2) Activities that are assessed A. Elements and Sub-Elements of Activities:
 - a) Education and Training
 - b) Teaching and Learning
 - c) Professional Development
 - d) Support A. Elements and Sub-Activity Elements :
 - ❖ Formal and functional knowledge and training[]
 - ❖ Teaching and Learning Process
 - ❖ Sustainable Professional Development (PKB)
 - ❖ Support (10%)
- 3) Professional Development
 - a) Scientific Writing
 - b) Appropriate Technology
 - c) Props
 - d) Artwork
 - e) Curriculum Development
 - ❖ Self Development
 - ❖ Scientific Publication
 - ❖ Innovative Work
 - ❖ Types of Self Development (Not in the old rules)
 - functional training
 - teacher's collective activities
 - ❖ Kinds of Scientific Publications

- KTI results of the study
- Scientific Review
- Pooler Scientific Writing[]]
- Scientific Objectives
- Books / Modules
- Diktat
- Translation work
 - presentation in a scientific forum
 - research results
 - scientific review
 - popular scientific writing
 - scientific articles
 - textbooks
 - module / dictate
 - book in the field of education
 - translation work
 - Teacher manual
- ❖ Types of Innovative Work
 - Appropriate technology
 - Props
 - Artworks
 - Curriculum Development
 - find appropriate technology
 - find/create artwork[]]
 - make/modify learning tools[]]
 - to follow the development of the preparation of standards, guidelines, questions and the like. (Suhardjono, 2011: 26)
- ❖ Pranayama Dalam kenaikan golongan Wajib sebagai syarat kenaikan pangkat/golongan IVa ke atas dengan minimal jumlah angka credit 12. Wajib sebagai syarat kenaikan pangkat/golongan IIIb ke atas dengan minimal jumlah angka credit yang bervariasi berdasar jenjang pangkat/golongannya. Dengan adanya pembinaan terhadap pertumbuhan dan pengembangan Jabatan guru, diharapkan guru akan menemukan ruhnya sebagai guru profesional.[]]

CONCLUSION

Guidance on the growth of teacher positions can be defined as efforts, actions, and activities carried out efficiently and effectively to obtain better results in the growth or development of teacher positions (in professional jobs). The form of growth / development of teacher professionalism can be classified in two aspects, namely in terms of participants (teachers in

structural and functional positions) and stages of activities (stages of participant development and stages of development). Steps to foster the growth of teacher positions, through 3 activities, namely: procurement activities, work activities, and withdrawal activities.¶

Suggestion Coaching on the growth of teacher positions should be carried out according to procedures correctly and adequately so that success can be achieved to the maximum that ultimately can improve the quality of Teachers in Islamic Education Institutions.

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