



The Influence of Basic Education Teacher's Academic Qualifications in Developing Teacher Professionalism

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Abstract

This study aims to determine the effect of the academic qualifications of basic education teachers and the efforts that can be made in developing teacher professionalism. The method used in this research is ex post facto by taking data without providing accompanying treatment. The data taken is the academic qualifications of basic education teachers which are then used to determine the level of teacher professionalism. The level of basic education that is focused on in this study is the level of PAUD teachers in the Buleleng Regency area. The results of the study were that there were differences in the ability to assess PAUD teachers between groups of teachers who had graduated from PAUD, non-PAUD graduates, and teachers who had not graduated.

Keywords: academic qualifications, PAUD, teacher professionalism, elementary school

Introduction

Education has an important role in the survival of humans, this is proven when humans gain knowledge and understanding about something specifically a human being can live a good life. Humans who have received an education can immediately develop their interests and abilities and apply them in everyday life (Eman Saleh Alsagier, 2022). The quality of education is very important and guarantees this success so the factors supporting the quality of education are also important. One of these factors is educators or often referred to as teachers. Teachers must be competent so that they can design and carry out learning activities properly and refer to the needs of students. This is important to do to achieve the expected educational goals.(Hautz, 2022)

The competence of educators in question is the competency of educators at the basic education level which in this paper will focus on early childhood education which is often referred to as PAUD following applicable national standards (Xavier et al., 2022). Regulation of the Minister of Education and Culture of the Republic of Indonesia number 137 of 2014 is

one of the references governing the National Standards for Early Childhood Education, from this reference educators must have four competencies, namely personal competence, professional competence, pedagogical competence, and social competence. The abilities and competencies possessed by each PAUD educator will be reflected in the learning process carried out in class.(Wong, 2022)

One of the competencies that must be mastered by educators is pedagogic competence according to the Regulation of the Minister of National Education RI No. 137 of 2014 concerning National Standards for Early Childhood Education. Improving the quality of learning will be more guaranteed if the pedagogic competence is also good because pedagogic competence is a core competency that can support educational goals (Han, 2022). This is supported by the Regulation of the Minister of Education and Culture Number 137 of 2014 which states that the pedagogic competencies of PAUD teachers that must be mastered are, 1) Analyzing the development of students according to the character of early childhood; 2) Apply playing theory according to aspects of student development; 3) Designing early childhood development activities; 4) Organizing educational development activities; 5) Utilizing technology, information and communication; 6) Developing children's potential; 7) Communicate effectively; 8) Organizing and making reports; 9) Determine the target scope of the assessment; 10) Using the results of the assessment for the benefit of child development; 11) Reflect. Thus, the eleven core competencies must be implemented so that the learning process can be carried out optimally.(Kim, 2022)

Competence that must be mastered by educators is the use of assessment. A good assessment is an assessment that can measure the level of success of a student beyond the indicators of the teacher. A good assessment will reflect the strengths and development of students. Law RI No 14 of 2005 Concerning Teachers and Lecturers states that the ability to assess is one of the competencies that every educator needs to have. This competence is attached to the professional responsibilities of an educator which contains the knowledge, skills, and behaviors that must be possessed in carrying out professional duties. The importance of professional behavior is strongly which state that professional teachers need to provide varied learning so that students can gain knowledge in a variety of ways.(Mockler, 2022)

The same thing was also mentioned by Jemmi (2013) who stated that the ability of educators' assessments would provide space for evaluating designed learning programs. If the evaluation can be carried out properly, then the evaluation will be able to describe the quality of the teaching profession (Dorji et al., 2022). The quality of educators or teachers must adjust to the qualifications carried out. Many things can be done to improve the quality of the teaching profession through education, training, and training. Education, training, and training activities are oriented towards adding competence and knowledge to support the ability of an educator. According to Padmadewi (2017), some factors will affect the assessment abilities of each educator, one of which is the knowledge they have.(T. Cheng et al., 2021)

Many educators do not know the techniques and forms of conducting assessments in the classroom. In particular, at the PAUD level, there are still many educators who do not understand the principles of assessment. This could be because PAUD educators rarely and

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never take training related to assessment. This is also confirmed by research from Ria (2012) which states that some PAUD educators can already carry out assessments but the quality of the assessments is low. (Penalva, 2022)

Weaknesses visible from the form of assessment PAUD education can be seen in the implementation process. On another occasion, it was also stated that PAUD institutions have never confirmed the form of assessment used by their educators (Amirova, 2020). If educators experience and feel weaknesses in terms of assessment, the educator will automatically experience difficulties in managing the class because educators do not know what to prepare for in achieving learning objectives. Another fact, according to La Ode Anhusadar (2012) states that educators are still not aware of the benefits and importance of using learning strategies and the importance of assessment in learning. Educators who do not understand related to the assessment process will affect the learning process in the classroom (ASELEBE & POPOOLA, 2022).

The quality of the assessment carried out will also be seen when educators give assessments to students. A good assessment can measure the level of success of students. The needs of students must also be seen so that educators can know and design according to their needs. In general, special expertise is needed for educators in knowing assessment abilities so that they can improve assessment abilities in determining further plans. (Gragg & Collet, 2022)

As explained earlier which stated that educators have an important role in education, concerning the Regulation of the Minister of Education and Culture Number 137 of 2014 it is stated that teachers in PAUD must have a Diploma four (D-IV) or Bachelor (S1) certificate in the field of child education. Obtained from an accredited study program. Several studies by Aprinita, et al., Idayati, et al., Sadir, et al., Nuridayu, N., and Handayani, et al. (2021) also stated that being a professional educator must include and have competencies such as pedagogic, personality, social and professionalism (Nairz-Wirth & Feldmann, 2019). Competence that is owned comes from the academic qualifications that are also owned in other words by having good academic qualifications, each education must be able to improve the competencies they have. (Zaleha et al., 2022)

In the learning process in the classroom between educators and students, it is hoped that good communication and relationships will be established so that learning objectives can be achieved. Educators must have special expertise which is summarized in their academic qualifications to be able to fully facilitate students (M. Cheng & Al Shukaili, 2022). The hope is that the qualifications possessed by each educator will support their professionalism in terms of educating the nation's life, namely students. This is in line with research conducted by Pranpantja (2021) and Rostiana, et al. Aminah & Rusilowati, Mulloh & Muslim, (2022) states the importance of teacher academic qualifications which is often referred to as teacher supervision in improving teacher performance. (Suwartono et al., 2022)

Teacher performance is very closely related to teacher professionalism because it involves the profession and meeting the learning needs of students. But the fact is that it is known that 87.3% of PAUD educators cannot meet the expected competency standards. The problems above are also supported by research by Martha (2012)., Nazidah, MDP., Habibi, et

al., Masni, H, et al., and Franky, F. (2021) who state that there are still many PAUD educators from different academic backgrounds and qualifications so that these differences cause limitations in terms of accessing self-improvement and development programs.

Another problem is of course related to funding which allows a lack of opportunity to get self-development opportunities. The number of students who do not meet the indicators of competency standards will be in line with the reduced quality of educators. Unsuitable academic qualifications of educators will affect the learning process so that the classroom is very susceptible to inappropriate assessment processes and will cause the quality of learning to not be optimal.(Nurpratiwi et al., 2022)

Literature review

The importance of assessment is the same as the importance of the meaning of the development of children or students. In the assessment, there will be a process of collecting data and evidence related to the development of students which in this case is specifically for early childhood (Suyatno et al., 2019). The assessment can provide an overview of the developmental stages of each child so that educators can determine the right learning for these students. A good assessment is an assessment that can provide a complete picture of students so that educators are expected to be able to prepare good assessments following applicable regulations. Assessment must also be carried out on an ongoing basis to provide assessment services that are following the needs of each different student. Educators who can prepare assessments well will know the strengths and weaknesses of the students being taught.(Al-Dababneh & Al-Zboon, 2022)

Thus, it can be said that the number of graduates who do not have undergraduate academic qualifications is still large, so this will have an impact on the teaching and learning process carried out by the teacher. Another fact that occurs in the field is that based on data from the Ministry of Education and Culture, there is 249 educational staff in Buleleng Regency.(Aspi, 2022)

From the data above, of course, more attention should be paid considering that there are still educators who do not have a bachelor's degree according to what is mandated in the national standard. The table above also shows that there are still several PAUD teachers who have not graduated which will have an impact on learning following research from Janati (2018) which states that teachers experience difficulties in the high category in terms of educational background, teaching experience, and training they have attended. and professional development. According to Mawardi, A., (2018), Alamsyah, M., Bawa, DL., and Susanti, S, (2020), this shows that the teacher has difficulty with a category that tends to be high which indicates that these four aspects jointly affect the difficulties. teachers in compiling assessments.(Santosa, 2022)

From the existence of the above phenomena, the authors view that it is necessary for basic education educators, especially at the PAUD level in Buleleng Regency to improve qualifications academically, to provide appropriate learning. This research will try to examine

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in depth the importance of educators' academic qualifications concerning the professionalism of educators at the PAUD level.(Shavard, 2022)

Research Methods

The research method used in this study is the Ex Post Facto method. According to Kerlinger in Emizer (2013) states "Causal comparative research which is also known as ex post facto research is a systematic empirical investigation in which scientists do not control independent variables directly basically cannot be manipulated. Therefore the research method ex post facto is used to test the subject by taking data without giving treatment to the independent variables.

This study also combined a qualitative approach with a type of case study research, to determine the effect of developing teacher professionalism through academic qualifications. The location of research was carried out in PAUD schools in Buleleng Regency by taking the West, Central, and East regions. While the subject is teachers in PAUD. Data were collected by observation techniques using observation sheet instruments for field teachers to school to determine academic qualifications. Meanwhile, to find out the assessment skills which will later show the professionalism of the teacher, the teacher assessment ability test instrument is used. Measurement of data validity using inspection techniques; credibility, transferability, dependability, and confirmability. Data analysis was carried out in stages and interrelated between data condensation, data presentation, drawing conclusions, and verification.

Results and Discussion

The results of testing the hypothesis that has been carried out using the one-way analysis of variance test (ANAVA) show that there are differences in the ability to assess PAUD teachers between groups of teachers who have graduated from PAUD, non-PAUD graduates, and teachers who have not graduated. Through the One Way Anava test, Fcount is 15.86 and Ftable is 3.22, so Fcount > Ftable. This states that H0 which states that there is no difference in the ability of PAUD teacher assessment between the three groups is rejected. Thus, this study accepts H1 which states that there is a difference between the groups in the assessment abilities of PAUD teachers whose teachers have graduated from PAUD, the assessment abilities of PAUD teachers whose teachers have graduated from non-PAUD, and the assessment abilities of PAUD teachers whose teachers have not yet graduated.(Juniar, 2022)

Thus, the results of testing the hypothesis that has been carried out using the t-test yield tcount = 15 between the PAUD undergraduate group (try) and the non-PAUD undergraduate group (P1), then the non-PAUD undergraduate group (P1) and the non-graduate group (P2) tcount = 9.35, the PAUD undergraduate group (try) and the non-graduate group (P2) tcount = 23.2 and ttable = 2.048, then tcount > table thus, H0 is rejected and H1 (alternative hypothesis) is accepted which states that the ability to assess PAUD teachers whose teachers are graduates PAUD graduates is higher than the group of teachers with non-PAUD graduates, the ability to assess PAUD teachers whose teachers are non-PAUD graduates is higher than the group of

teachers who are not yet undergraduate, and the assessment abilities of PAUD teachers whose teachers are PAUD graduates are higher than the group of children whose teachers are not yet undergraduate.(Hamid, 2022)

From the research data above, it is known that appropriate academic qualifications will affect the learning process carried out by educators on students. From the calculations above, it can be concluded that the academic qualifications of an educator will support abilities in the learning process, especially in terms of the ability to assess a PAUD educator (Muhtar & Dallyono, 2020). Educators with appropriate academic qualifications have differences in the learning process when compared to educators with non-PAUD academic qualifications, especially when compared to educators who have not graduated.(Mamat et al., 2022)

This is in line with research conducted by Ria Novianti, Enda Puspitasari, and Daviq Chairilsyah (2012) with the title "Mapping the Ability of PAUD Teachers in Carrying Out Assessments of Early Childhood Development in the City of Pekanbaru", explained that as many as 691 PAUD educators had not yet reached the S1 level of education, this condition needed to be overcome by encouraging PAUD educators to upgrade their educational qualifications to S1 level and will support the improvement of the competence of PAUD educators in carrying out assessments.(Yunarti et al., 2020)

This indicates that the teacher will find it difficult to record in detail related to student behavior because of the lack of information. This can interfere with the teacher's assessment process. In line with the research conducted by Rini Triasningsih (2015) majoring in Early Childhood Teacher Education, Faculty of Education, Semarang State University with the title The Effect of Academic Qualifications on Teacher Performance at SD Dabin I and IV, Pituruh District, Purworejo Regency.(Azhar et al., 2022)

The results showed that: there was a significant influence between academic qualifications on teacher performance in the research conducted at SD Dabin I and IV, Pituruh District, Purworejo Regency. This shows the importance of teacher academic qualifications in carrying out a good and correct learning process. A good and correct learning process will give birth to students who can apply learning in real life better.(Nurdin & Anhusadar, 2020)

The results of another study from the National Institute for Early Education Research (2003) entitled "Better Teacher, Better Preschools: Student Achievement Linked to Teacher Qualification" by W. Steven Barnett, explains that New research finds that young children's learning and development depend on the educational qualifications of their teachers. The most effective preschool teachers have at least a four-year college degree and specialized training in early childhood (Wardoyo et al., 2017). It can be interpreted that the learning process that students get will be influenced by the academic qualifications of the teacher who teaches. If students can apply to learn well, of course, it is also determined by intelligent educators. Teachers with appropriate academic qualifications can provide more experience in the learning process so that students can be properly facilitated according to their stages of development.(Sum & Taran, 2020)

An educator or what is often referred to as a teacher is someone who can be said to be a professional in terms of designing and implementing learning. Another task of the teacher can

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be in the form of providing training, to carrying out class action research. The teacher's task is also seen when guiding and preparing students to become competitive in the world of education. Theoretically, a person who is said to be a professional in his profession is chosen, in other words, not a random person. A professional in his profession has experienced a lot of training and preparation. This is in line with when a profession is carried out well and maximally if it is following the initial qualifications.(Alfina & Anwar, 2020)

According to Sabandi, S, (2018) and Salamah, U, (2019), qualifications can be seen as evidence after a person has taken an educational unit as evidenced by a diploma in a formal education unit. Diplomas obtained as proof of academic qualifications must have a clear type, level, and place. The diploma or evidence is the main capital for someone to become a professional in their field (Rusznayak, 2018). A job cannot be carried out without appropriate academic qualifications, which if compared to an educator or teacher with non-academic qualifications assigned to provide learning in class, of course, there will be obstacles and problems in class. Not only that, learning will be disrupted which results in students not getting knowledge in the form of knowledge, and automatically learning objectives will not be achieved. The importance of academic qualifications will affect the academic competence of an educator.(Sugian et al., 2021)

The quality of education among PAUD is strongly influenced by the quality of the teaching staff. For now, there are still many teaching staff in PAUD who do not match the academic qualifications, which affects learning achievement. Academic qualifications affect the assessment skills of PAUD teachers. Scholars or PAUD teachers have gained more in-depth knowledge about early childhood education and development while studying at tertiary institutions. Non-PAUD graduates have received specific and complex knowledge following the study program taken while in tertiary education, and teachers who are not yet undergraduates, have not received knowledge about more in-depth education.(Macaruso et al., 2020)

Thus, the opinion of W. Steven Barnett," that young children's learning and development depends on the educational qualifications of their teachers. The most effective preschool teachers have at least a four-year college degree and specialized training in early childhood. This means, that the learning and development of children depend on the educational qualifications of their teachers. The most effective preschool teachers have at least a four-year bachelor's degree and special training in early childhood.(Wolomasi et al., 2019)

Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers, (2005), requires teachers to teach basic education to have a diploma with academic qualifications S-1 and this regulation affects the appointment of CPNS and teacher certification. So that it becomes a motivation for teachers to adjust academic qualifications with applicable laws (Sujono et al., 2022). The learning process in the class of students who work as teachers when explained about learning theory, they admitted they did not understand, when asked to explain the development of students they still had difficulties, and when asked about learning media it turned out that they had never made learning media. In addition to these difficulties, they are also still constrained in making learning tools and teaching practices.(Kenedi et al., 2019)

Teacher professional development can be carried out through several things including, Education and Training (In-house training (IHT)), Internship Programs, School Partnerships, Distance learning, tiered and special training, short courses at universities or other educational institutions, Internal Training by the school, further education).(Wahyuni et al., 2019)

Conclusion

The development of teacher professionalism through academic qualifications is carried out by taking linear education or following the profession, namely by taking an undergraduate degree, the campus examines the materials and practices needed in basic education. Developing teacher professionalism through academic competence, namely by providing theory related to basic education materials, strengthening teaching practices, basic teaching skills (opening and closing lessons, strengthening, group discussions, asking questions, asking questions, etc.), designing and planning lessons, making and the use of learning media, classroom management, contextual learning, applied learning, approaches, strategies, models, methods, and techniques in learning. field studies to schools for observation and study of learning tools, strengthening micro-teaching, and classroom management.

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