

The Professional Organization of Science Teachers and Its Impact on Professionalism

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Abstract

Profession is work that is professional in nature. The teaching profession is a professional profession that requires preparation through special education and training. In essence, the profession is a statement or an open promise which states that a person is dedicating himself to a position. The teaching profession is a professional educator with the main task of educating, teaching, guiding, directing, training and assessing. Teachers have several special requirements, have a professional organization, have a code of ethics, and have the role of teacher rights and obligations which aim to guide students and evaluate good and specifically directed teaching and learning processes. The method in this article uses library research, namely a method of collecting data by understanding and studying theories from various literature related to the research, so that a work is obtained about Teacher Professional Organizations and their Impact on Professionalism.

Keywords: Organization, Professionalism, Science Teachers

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INTRODUCTION

Education is a very important need in today's society, because education is useful for the continuity and progress of human life. Education allows people to pass on knowledge, values, skills and technology to future generations. Education also ensures the continuity of human culture and civilization on earth. Education has two meanings, namely education which is broadly defined because education is part of life itself and lasts throughout life (Antika, 2014).

Student Centered Learning (SCL) is currently a popular learning model in the world of education which means student-centered learning. The purpose of the Student Centered Learning (SCL) model itself is to improve the quality of teaching carried out by teachers, optimally develop the potential of students in teaching and learning activities, and this method is expected to be able to arouse and excite students. Curiosity in students their lessons. These objectives require the role of supervisors/teachers who are more active, creative and innovative, so that student learning activities using the student centered learning (SCL) model can achieve the goals that have been set (Hermanto dan Rina, 2017).

RESEARCH METHOD

The method used in this article is literature review or library research. In this method, data is collected by understanding and studying theories from various relevant literature sources related to the research being conducted. This approach allows researchers to explore information from existing sources such as books, journals, and scientific articles.

RESEARCH RESULTS AND DISCUSSION

Organization

An organization serves as an entity where individuals gather and collaborate systematically and intentionally to achieve common goals. The approaches to understanding organizations vary widely, with a diverse range of theories and perspectives utilized by researchers from various disciplines such as sociology, economics, political science, psychology, and management. Studies on organizations, known as organizational studies, organizational behavior, or organization analysis, seek to comprehend the internal and external dynamics that influence the performance and success of organizations in attaining their objectives. This involves the efficient and effective utilization of resources, as well as an understanding of various factors that impact the behavior of individuals and groups within the organizational context (Ambarwati, 2018 : 2).

Organizations are composed of three fundamental elements: people, goals, and structure. Their primary function is to provide a platform for individuals to collaborate towards common objectives. Within organizations, individuals work together to achieve predetermined goals, establishing a structure that facilitates the attainment of these objectives. Consequently, organizations serve as a conduit for individuals to accomplish goals that would be challenging to achieve independently. The structure of an organization shapes its behavior and culture, enabling effective and efficient collaboration.

Professional Teaching and Science Education Organizations

As a teacher, the provision of knowledge and competence is not only obtained from one source, but from many ways, which knowledge and competence can be useful in welcoming the professional attitude of a teacher, especially science teachers. One of the ways that can help in increasing the knowledge and competence of a teacher is through a teacher professional organization. There are many types of teacher professional organizations in Indonesia, here are some types of Teacher Professional Organizations in Indonesia.

1. Persatuan Guru Republik Indonesia (PGRI)

PGRI was established on November 25, 1945, exactly 100 days after the proclamation of Indonesian independence. PGRI's main goal is to advance the education of all people based on populism (professional organization).

2. Musyawarah Guru Mata Pelajaran (MGMP)

MGMP is an association or association for subject teachers located in an area that functions as a means to communicate, learn and exchange ideas and experiences in order to improve teacher performance.

3. Ikatan Sarjana Pendidikan Indonesia (ISPI)

ISPI emerged in the mid-1960s. Initially, this educational professional organization was regional in nature due to various issues related to communication between its members.

4. Kelompok Kerja Guru (KKG)

KKG is a working group of all teachers in an area. Through KKG, several teaching skills and abilities can be developed.

5. Ikatan Guru Indonesia (IGI)

Ikatan Guru Indonesia is a teachers' organization that was initiated in 2000 under the name Klub Guru Indonesia under the leadership of Ahmad Rizali. Klub Guru Indonesia was officially incorporated on November 26, 2009.

6. Persatuan Guru Nahdlatul Ulama (PERGUNU)

Persatuan Guru Nahdlatul Ulama (PERGUNU) has a long history since its inception in 1952 until now.

7. Persatuan Guru Seluruh Indonesia (PGSI)

PGSI's vision is the realization of professional teachers who are able to encourage a democratic and equitable and non-discriminatory education system by upholding human rights, religious values, cultural values, and national diversity.

8. Federasi Serikat Guru Indonesia (FSGI)

It all started with a meeting of twelve regional teachers' organizations at Bumi Wiyata Hotel in Depok, 21-23 January 2011.

9. Federasi Guru Independen Indonesia (FGII)

FGII was declared on January 17, 2002 at the Proclamation Monument, Jl. Pegangsaan Timur, Jakarta. The declaration was attended by approximately 300 teachers. This difference then encouraged the formation of a teacher organization in the form of a federation.. (Indahyati dan Pratama., 2016: 147-154).

Professionalism in Teaching

Thursthoeen explains that, "attitude" is a picture of a person's personality that is born through physical movements and thought responses to a situation or an object. Professional is a job or activity done by someone and becomes a source of life income that requires expertise, proficiency, or skills that have certain quality standards or norms and require professional education. Professional work is work that can only be done by those specially prepared for it and not work done by them because they cannot get other jobs. Based on some of the above definitions coupled with the opinions of experts, it can be concluded that a teacher's professional attitude is a personality or response that describes the tendency to react as a teacher who has the competencies required to carry out educational and learning tasks that are expert in delivering them (Fauzi, 2018: 241-243).

In building the nation's character, teachers must be professional. In Article 1 of Law No. 14 of 2005, teachers must be professional, which means a job or activity that a person does and becomes a source of life income that requires expertise, proficiency that meets certain quality standards or norms and requires professional education. Professional teachers must at least be able to master two main characteristics in teaching, namely teaching materials and students. Mastery of these two elements is needed to determine learning methods and strategies. Mastery of the characteristics of teaching materials includes concepts, principles,

and theories contained in teaching materials. The characteristics of students that teachers must master include the potential, interests, noble morals and personalities of students. According to Article 6, the position of teachers and lecturers as professionals aims to implement the national education system and realize the national education goals, namely the development of the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Rusdiana dan Yeti, 2015: 45-47).

In general, the teaching profession has the following three characteristics.

1. A professional teacher must master the subject being taught. The teacher is truly knowledgeable about the knowledge he or she teaches. In addition, because any science is always undergoing development, the teacher must also always complement and develop the knowledge he teaches, so as not to be outdated, so that it can develop. and develop the knowledge that he teaches. Therefore, teachers must constantly conduct research using different methods.
2. A professional teacher must be able to convey or teach his knowledge to his students effectively and efficiently. Therefore, teachers must have teaching knowledge, namely how to prepare for teaching something that is indispensable, how to integrate learning materials and how to evaluate learning outcomes.
3. A professional teacher must follow the rules of professional ethics. In this way, the information or advice given to students is listened to properly and implemented properly (Ananda, 2019: 51-52).

Impact of Professional Attitude

Teacher professionalism is very important in determining teacher performance. Teachers who have high professionalism usually have better knowledge and skills in teaching, leading classes, and interacting with students, parents and colleagues. Professional teachers are teachers who have expertise in their field and are able to carry out their duties and obligations well. Professional teachers in the learning process have duties and roles, including: being able to design and create learning tools, map student needs, analyze learning materials, design learning media, design learning strategies, design and implement tools for evaluating learning processes and outcomes, carry out overall preparation feedback, implementation of learning and end of learning. Teacher professionalism can be a teacher's ability to carry out his main duties as an educator and teacher including the ability to plan, carry out and carry out a learning evaluation, teacher professionalism can be an ability that must be possessed as a basis for carrying out professional duties that originates from the education and experience obtained by these teachers, teachers are required to be agents of change, teachers are also required to be able to improve their professionalism. By being willing to take periodic competency tests to determine their performance, teachers must instill modern theories of philosophy, psychology and sociology as well as technology to achieve society's needs for good sustainable development. Professionalism refers to the commitment of members of a profession to improve their professional abilities and continuously develop strategies used in carrying out work in

accordance with their profession. Professionalism has a positive influence on teacher performance, in line with the opinion (Yusuf et al., 2021).

There is an influence of teacher professionalism on teacher performance, the profile of teacher performance can also be interpreted as a needs study or evaluation of the skills of each teacher which can be used as a guide for planning continuous professional development for teachers, there is no positive and significant influence of teacher professional activities regarding teacher performance, this occurs due to low teacher professionalism, which is caused by teachers not having the appropriate scientific background, low interest in developing themselves, there are still teachers who work on the side, and the day-to-day functioning of teacher professional organizations. Only with teachers who have a professional attitude can the quality of the national education implementation process be improved; and by implementing quality national education, human quality can be improved, this can happen by professional teachers who have good basic teaching skills, understand or master the material, and are loyal to their duties and are believed to be able to make students think, behave and act creatively. The performance of professional teachers can be seen from the way teachers carry out their duties and responsibilities (Budiasri et al., 2021).

The teacher's main task is to plan learning. The teacher's performance achieved must be based on professional ability standards while carrying out his obligations as a teacher at school. The teacher's performance in question includes work quality, work accuracy, initiative in work, work ability, and communication as well as the actualization of teacher competence. related to learning management, scientific mastery, attitude or personality, and social interaction. Improving the quality of teaching: professional teachers have better knowledge in the field they teach, so they can provide higher quality and effective teaching to students. Improved skills: professional teachers have better skills in teaching, leading classes, and interacting with students, parents, and colleagues. This can improve teacher performance in carrying out their duties. Increase student trust: professional teachers usually have a higher level of trust from students and parents, because they have the necessary knowledge and skills in the field being taught. Increased motivation: Professional teachers tend to be more motivated to do their jobs well, because they have sufficient knowledge and skills to overcome the challenges faced in teaching. Improving school reputation: professional teachers can help improve a school's reputation, because they provide quality teaching and are able to lead classes well. Thus, teacher professionalism plays a very important role in improving teacher performance. Therefore, it is important for teachers to develop and improve their professionalism continuously in order to provide higher quality and effective teaching (Grace et al., 2023).

CONCLUSION

Student Centered Learning (SCL) is currently a popular learning model in the world of education which means student-centered learning. The purpose of the Student Centered Learning (SCL) model itself is to improve the quality of teaching carried out by teachers, optimally develop the potential of students in teaching and learning activities, and this method is expected to be able to arouse and excite students. As a teacher, the provision of knowledge and

competence is not only obtained from one source, but from many ways, which knowledge and competence can be useful in welcoming the professional attitude of a teacher, especially science teachers. One of the ways that can help in increasing the knowledge and competence of a teacher is through a teacher professional organization, examples Persatuan Guru Republik Indonesia (PGRI), Musyawarah Guru Mata Pelajaran (MGMP), Ikatan Sarjana Pendidikan Indonesia (ISPI), et al. The teacher's performance achieved must be based on professional ability standards while carrying out his obligations as a teacher at school. The teacher's performance in question includes work quality, work accuracy, initiative in work, work ability, and communication as well as the actualization of teacher competence. related to learning management, scientific mastery, attitude or personality, and social interaction.

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