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Education Policies for Enhancing Professional Competence in Elementary School Teachers

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ABSTRAK

Mutu pendidikan dipengaruhi oleh banyak unsur, seperti kualitas guru, upaya peningkatan pemerataan, rencana kurikulum, penyediaan sarana dan prasarana yang memadai, serta terciptanya lingkungan belajar yang kondusif. Selanjutnya, undang-undang pemerintah memfasilitasi perbaikan pada komponen ini. Dalam mengoptimalkan tercapainya tujuan pendidikan, perlu dibentuk kader pendidik yang cakap dan mampu menunjukkan kinerja teladan. Tujuan penelitian ini adalah untuk menganalisis kebijakan pendidikan untuk meningkatkan kompetensi profesional guru sekolah dasar. Jenis penelitian ini yaitu kualitatif. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Data yang diperoleh dalam penelitian ini dapat diklasifikasikan menjadi data primer dan data sekunder. Sumber data utama penelitian ini terdiri dari pimpinan sekolah yang kritis dan guru bersertifikat. Data sekunder mengacu pada kumpulan bahan komprehensif yang tersedia di lingkungan penelitian, termasuk beragam format seperti surat, gambar, dan prosedur dokumen yang berkaitan dengan penyelidikan penelitian. Teknik analisis data menggunakan analisis kualitatif dengan menggunakan kerangka teori yang dikemukakan oleh Milles dan Huberman. Hasil penelitian ini menunjukkan analisis bahwa kebijakan pendidikan untuk meningkatkan kualitas profesi guru, guru semakin dinaungi oleh sumber hukum, dan posisi pendidikan profesi guru meningkatkan kedudukan dan profesionalitas guru.

ABSTRACT

The quality of education is influenced by many elements, such as the quality of teachers, efforts to increase equity, curriculum design, provision of adequate facilities and infrastructure, and the creation of a conducive learning environment. Furthermore, government legislation facilitates improvements in these components. In optimizing the achievement of educational goals, it is necessary to form a cadre of educators who are capable and able to demonstrate exemplary performance. This research aims to analyze educational policies to increase the professional competence of elementary school teachers. This type of research is qualitative. This research uses a descriptive qualitative approach. The data obtained in this research can be classified into primary data and secondary data. The main data sources for this research consist of critical school leaders and certified teachers. Secondary data refers to a comprehensive collection of materials available in a research environment, including diverse formats such as letters, images, and procedural documents related to a research investigation. The data analysis technique uses qualitative analysis using the theoretical framework proposed by Milles and Huberman. The results of this research show that educational policy analysis is to improve the quality of the teaching profession, legal sources increasingly cover the position of teachers, and professional teacher education improves the position and professionalism of teachers.

1. INTRODUCTION

A teacher's ability to facilitate the achievement of learning goals is a determining factor in the quality of the education he provides. The role of education is very important in determining the future of nations and individuals. Achieving learning goals in every aspect of education is very dependent on the competence of the teacher (Firdaus & Sujatmiko, 2023; Halija et al., 2021). Teachers must have the competence and qualifications to be able to carry out their educational role effectively (Hidayat & Utami, 2019; W. Pratama & Handayani, 2017).Teacher competency relates to a set of necessary skills that enable educators to fulfill their professional duties successfully, efficiently, optimistically and responsibly (Kartika & Ambara, 2021; Latifah & Ramadan, 2023).The impact of teacher ability and professionalism on the quality of education is generally known. To optimize learning outcomes, educational institutions must establish strong education policies and emphasize continuous improvement of teacher professionalism. Professional development is a fundamental component in improving school quality (Sancar et al., 2021;

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Sims & Fletcher-Wood, 2021).This facilitates the personal growth of teachers and contributes to the overall improvement of educational institutions. Teachers' personal and professional development has a significant impact on their students' academic performance and progress (Fernández-Batanero et al., 2022).To achieve this, it is critical to plan strategically and implement a long-term commitment to enhancing the skills and capabilities of educators and individuals responsible for guiding teaching practice. (Dille & Røkenes, 2021; Spear-Swerling & Cheesman, 2012).

The quality of teachers in primary schools is an important factor that can influence the overall level of teaching. Every education system must be able to make changes towards improving and improving quality (Disas, 2017; Sismanto, 2021).The increasing level of competition in various fields, such as education, can be caused by the rapid progress of technology and scientific knowledge. Teachers have many tasks that involve dedication, personal integrity, and teaching skills that need to be grown and developed consistently, such as in the fields of work, humanity, and society (Julaihi & Hamdan, 2020; N. Singh & Balomajumder, 2021). Teaching is a profession that demands consistent improvement in teacher skills and quality. Professionally qualified teachers have a deep understanding of the material, can teach effectively and efficiently, and are personable (Bergmark, 2023; P. Singh et al., 2021).Teachers must be able to establish their position and role because education is a lifelong endeavor (Fitriyana et al., 2021; Pasek, 2018). Therefore, they must make continuous and optimal efforts to develop their skills. This is due to the ongoing need to improve teaching systems, educational resources and delivery methods.

One of the challenges that exist in the Indonesian education system relates to the substandard quality of education at various levels and educational institutions, with particular emphasis on basic education (Dewi et al., 2016; Marwah et al., 2018). Various factors contribute to this phenomenon, including instructor motivation, discipline, skills, and performance deficiencies. The quality of educational outcomes depends on the teacher's motivation and ability. If teachers demonstrate low levels of work motivation, their performance is likely to be below standard, resulting in reduced educational outcomes with poorer quality. Several additional factors contribute to low teacher motivation, including instructors who fail to achieve the required educational qualifications, a lack of reading culture among teachers, and inadequate teacher welfare. These various reasons cause teacher performance to be below standard. To improve the quality of education at the national level, it is important to realize that the goal of improving teacher welfare does not directly contribute to improving teacher performance (Russamsi et al., 2020; Sya'roni et al., 2018; Widoyoko & Rinawati, 2012). However, individuals have the right to ensure the fulfillment of important needs. The implementation of certification programs must adhere to the principles of objectivity, legality and fairness. Increasing educator efficacy will then have an impact on improving overall national education standards (Hartanti & Yuniarsih, 2018; Leyn, 2021).

Dedicated educators acquire the information, attitudes, and competencies necessary through this process to achieve academic achievement and foster strong professional commitment (Jane & Kumar, 2017; Ngussa & Gabriel, 2017).Although some teachers enjoy commitment as part of their job, others believe that commitment as a teacher requires great personal effort and is considered a difficult task. Therefore, they need help in implementing it. Policy analysis plays an important role in improving the quality of the teaching profession in elementary schools (Jane & Kumar, 2017; Wibawa, 2019).This helps the government identify existing problems, evaluate the effectiveness of current policies, and formulate future strategies to improve the overall quality of education. The aim of this policy analysis is to highlight the important role of teachers in primary school education, identify the challenges faced in improving the quality of the teaching profession, and encourage further considerations and initiatives aimed at achieving high quality education in Indonesia by improving the quality of education. teacher competency in elementary schools.

Professional development is important for teachers' classroom practice in the 21st century because the education system continues to change and requires teachers who can adapt to the knowledge and skill needs of their students. Previous research findings suggest that improving teaching effectiveness covers various aspects, including students' initial input, teaching environment, educational process, and educational outcomes (Koswara & Rasto, 2016; Uno, 2012).Teachers today face more significant challenges than ever before (RS Dewi, 2018; Erlina, 2017).These changes have substantially affected the field of education and the role of teachers. Professional education can develop and shape national character and civilization. In line with the context above, an educator must be able to behave professionally. Teaching is a profession. The concept of "level of performance" is related to the teacher's achievements in fulfilling his responsibilities. Teacher performance is interconnected with the learning process, specifically their capacity to establish educational contact with students. This includes the cognitive, emotional and psychomotor domains. In other words, performance accurately represents a person's achievements. The aim of this research is to analyze educational policies to improve the professional competence of elementary school teachers.

2. METHODS

This research use descriptive qualitative approach. The primary goal of this methodology is to determine a practical approach for conducting a comprehensive search, collection, processing, and analysis of data obtained from this investigation. The research method used in this research is a qualitative descriptive technique. Case study is a research methodology that is known to be descriptive in nature because it aims to investigate and address problems by examining data. Qualitative research is a methodological approach based on philosophical principles used to investigate scientific phenomena, where the researcher acts as an instrument. This methodology includes data collection methods and qualitative analysis techniques, particularly emphasizing the investigation of semantic significance (Sugiyono, 2019).This approach is considered very appropriate because it uses a comprehensive analytical approach to collect important information to improve the quality of teaching at SD Negeri Suarna Serang Regency through educational policy analysis. Research data sources describe individuals or institutions that can obtain and provide data.

The data obtained in this research can be classified into primary data and secondary data. Preliminary data refers to data collected directly from the research field, including information received through interviews and written responses from participants. The main data sources for this research consist of critical school leaders and certified teachers. Secondary data refers to a comprehensive collection of materials available in a research environment, including diverse formats such as letters, images, and procedural documents related to a research investigation. After the data collection process was complete, the data was analyzed using the theoretical framework proposed by Milles and Huberman. The procedure involves reducing the data provided before compiling and generating conclusions from the research objectives. Data analysis is the systematic process of carefully reviewing and organizing data from various sources, including field notes, interviews, and other related sources. This approach aims to increase understanding and efficiently convey results to a wider audience. Analytical procedures consist of several important stages: data organization, segmentation, synthesis, pattern detection, prioritization of related information, and generating conclusions based on interview responses.

3. RESULT AND DISCUSSION

Results

Education policy analysis has produced significant data regarding the effectiveness of policies and their impact on teacher development, which will help improve the professional competence of teachers in elementary schools. This study examines several important issues, including how policies are implemented, teacher preparation programs, and general basic education standards. One of the important findings is first, assessment of policy implementation; This study reveals variations in the way education policies are implemented between schools and regions. Second, teacher education programs, especially those emphasizing professional development, are having a positive impact, even as some schools struggle to incorporate policy instruction into their teaching practices. Third, student achievement and learning outcomes. The study found that schools that placed a greater emphasis on teacher professional development were more significantly correlated with better student achievement and learning outcomes. The teachers who participated in the program reported having better pedagogical skills and understanding of contemporary teaching approaches. Teachers who receive ongoing training are better prepared to modify their teaching to suit the needs of a range of students. Fourth, resource sharing is an important element in policy success. Fifth, collaboration and support between teachers, collaborative environments, peer teacher support systems, and mentor programs efficiently improve teacher abilities. Schools that have adequate funding for professional development programs, classroom teaching materials, and technology integration are better able to do this. In order for teachers to continue to grow and advance professionally, there must be strong leadership and administrative support.

Analysis of educational policies aimed at improving the professional competence of primary school teachers highlights the importance of effective policy implementation, ongoing teacher development, wise resource allocation, and a positive school climate. These findings imply that carefully designed and sustainably funded teacher development strategies will improve student success and educational quality. Important issues still need to be addressed, such as ensuring equal access to professional development opportunities and addressing inequitable distribution of resources. The findings of an analysis of educational policies aimed at improving the professional competence of primary school teachers highlight the importance of creating and implementing policies that improve basic education standards. The research also offers several concepts that can serve as a basis for additional progress in the education system, including an emphasis on ongoing training, the importance of

administrative support and leadership, and a collaborative culture. This analysis lays the foundation for understanding how educational policy can influence the level of teacher professionalism and the quality of basic education in general. By considering these findings, teachers, principals, and legislators can collaborate to improve education and increase learning opportunities for children. Teacher professionalism policy aims to support educators who lack the skills necessary to acquire knowledge. Therefore, the government initiated many initiatives and efforts aimed at enhancing the professional talents of educators and providing them with avenues for growth and advancement. However, instructors bear primary responsibility because of their important role in fostering professionalism. Authorities in the coaching profession should ask teachers for help. Encouragement is a reliable means of support to encourage increased teacher proficiency(Arianti, 2019; Lestari et al., 2021).Compliance with comprehensive procedures is very important in formulating good policies, because these procedures include seven important elements. Utilization of a strong theoretical framework is used in the development of pragmatic and appropriate education policies. This decision is in line with the organization's vision and goals to improve teacher professionalism. This is done using two different approaches: a top-down approach and a bottom-up approach. School principals use top-down and bottom-up techniques to formulate policies to improve teacher professionalism.

This study shows that professional development policies for teachers in elementary schools capitalize on strengths and opportunities, mitigate weaknesses and threats, and achieve targeted outcomes within five years. A strategic plan includes important components such as vision, mission, goals, and practical activities. A comprehensive strategic plan is the main instrument for organizing the primary school education framework. This plan has a five-year term and explains the vision, mission, goals, strategies, programs and activities of elementary schools. These components are outlined in the annual operational plan. So far, the development of professional development policies for elementary school teachers requires a policy formulation process that integrates aspects of collective, participatory and individual consultation. Elementary school principals initiate the policy formulation process—moreover, this procedure is aligned with the overall goals and mission of the educational institution. One potential approach to achieving this goal is to create dedicated areas for teachers, where individuals can engage in dialogue, exchange ideas, and access relevant resources. Additionally, implementing policies to improve teacher morale and encourage professional growth is another path to progress.

Policy making is expected to use a top-down and bottom-up approach. The top-down method includes key personnel, including foundation chairs, education managers, business managers, and support staff. This strategy emphasizes conveying ideas from higher authorities to lower levels, where they are accepted and implemented. In the elementary school context, bottom-up techniques refer to an approach to formulating policies by asking for input from subordinates and then implementing it at the unit level. Furthermore, these recommendations underwent scrutiny and consolidation at various levels, including school-level meetings and professional meetings. On the other hand, in contrast to the top-down approach, bottom-up tactics, such as involving school leaders, require the active involvement of the head of the implementing unit in formulating a comprehensive school education plan. In addition, educational administrators proactively involve their subordinates in formulating teaching strategies. Therefore, the presence of highly skilled educators will contribute to the continuous increase in professionalism. Educators have fundamental and strategic competencies (Lilianti et al., 2019).

Discussion

To improve teacher professionalism, it is important to ensure that educators who do not have sufficient competencies acquire the skills and knowledge necessary to meet the required standards. Therefore, acquiring proficient skills by instructors is essential to effectively utilize the diverse programs and activities offered by educational institutions and government agencies. However, increasing teacher professionalism does not only depend on external factors but also requires active engagement and engagement from the teachers themselves. Professional educators must have two important traits: high skills and great enthusiasm for their work (W. Pratama & Handayani, 2017; Wardani & Budiadnyana, 2023).Several strategies can increase teacher professionalism, including comprehensive pre-service training, ongoing professional development opportunities through in-service training, fostering a greater sense of dedication and professionalism among educators, and encouraging increased recognition and professionalism within the teaching profession. The concept of teacher professional development is in line with teacher development patterns. Comprehensive analysis of various vital elements that play an important role in improving the education system (Rosmawati et al., 2020; Sulastri et al., 2020). There are several factors that contribute to the overall effectiveness of teacher development programs. These factors include strong partnerships between schools and teacher development initiatives, increased efforts to attract teacher candidates, increased programs focused on practical application in the field, quality of

learning experiences, efficient supervision, and strong relationships between schools and teacher development efforts . The management approach is based on the principles of total quality management, which incorporates the idea of link-and-match integration. Apart from that, it also emphasized the importance of adequate reading and learning sources as well as public recognition of the teaching profession (Fernández-Batanero et al., 2022; Sancar et al., 2021). Furthermore, the development of professional competence is fostered through providing adequate welfare. Moreover, this policy is implemented within the framework of strategic planning. One potential strategy to achieve this goal involves implementing strict hiring procedures that prioritize teacher abilities and competencies. In addition, it is important to actively involve teachers in training programs and encourage the professionalization of teaching staff through collaborative groups. Oversight of teacher education practices, intensive courses, regular weekly meetings, recognition through awards, and increased employee incentives can also contribute to desired outcomes (Großschedl et al., 2014; Russamsi et al., 2020). The graphs provided function as visual aids to increase understanding of the implementation of teacher professional development policies in elementary schools.

Policies that grow teacher competency. This study identified several key elements of teacher professional development strategies implemented in elementary schools. This policy study is based on a comprehensive analysis of interviews and related materials, which includes an investigation into the roles and responsibilities of school committees, the effectiveness of principal leadership, and the accessibility of teacher resources. The findings of this study indicate that school leaders have taken a position as a driving force in implementing policies to establish a clear vision, mission and goals. The main benefit of an elementary school principal lies in his leadership talents, especially in formulating policies, visions and goals together with the teaching staff at the school. Annual and monthly work meetings are usually held to facilitate the implementation of these procedures. Setting a vision, mission and goals characterizes this process. However, it is important to remember that the articulation of vision, goals and objectives occurs in the first documentation stage, after which it enters into a strategic program plan that includes both long-term and short-term perspectives. The policy framework implemented by elementary school principals is in line with the concept that increasing teacher professionalism, under the direction of the principal's leadership, depends on three main elements, namely developing a comprehensive school vision, increasing a clear understanding of the changes needed, the direction of the school, and strategies to achieve these goals and establish a systematic planning process that can successfully incorporate these transformative steps. This teacher development and improvement policy answers many problems related to the development and improvement of the teacher profession.

The scope of public policy analysis includes the interpretation of issue terminology, which often deviates from the ordinary understanding held by individuals in everyday conversation. Therefore, policy challenges, sometimes called policy problems, usually arise because of differences of opinion among stakeholders regarding the appropriate course of action or the nature of the problem. Policies cover various areas of government, including economic policies and policies usually related to social sectors such as education, health and welfare. Education policy provides insight into how a country strategizes and achieves educational goals, with future studies requiring exploration of the influence of global policy issues(Zhang et al., 2023). Educational policies, especially those related to the promotion and advancement of the teaching profession, must address global difficulties, meet expectations, and be in line with contemporary progress. Policy analysis is an applied social science subject that generates and disseminates policy-relevant knowledge using a range of research methodologies and persuasive reasoning. This information has the potential to address and resolve political problems at a higher level. Public policy analysis is a result that arises from providing guidelines, especially guidelines that facilitate the formulation of certain public policy options (Larsen et al., 2022; Liu & Geva-May, 2021). Therefore, public policy analysis basically functions as material for consideration or recommendations for policy makers in making public policies. This paper discusses current challenges, the obligations that public institutions must assume regarding these challenges, and the potential policy options that can be derived from Mead's various evaluations. The main aim of public policy analysis is to assist public policy makers in dealing with and resolving societal problems. Public policy analysis is different from pre-policy analysis and post-policy analysis. Policy analysis carried out before formulating policies includes a comprehensive study of public issues to produce new policy proposals. Policy analysis is a type of applied social research that systematically studies the substance of policies to find out what problems can be answered by policies and what problems may arise from policy implementation. In most cases, the scope and methods of policy analysis are descriptive and factual regarding the causes and effects of a policy. Education policy analysis examines how a nation strategically sets and pursues educational priorities. The findings of this analysis need to be explained further in the context of global policy factors, especially regarding the improvement and advancement of the teaching profession. The teaching profession must be able to

overcome global challenges and keep up with contemporary developments. The importance of educational elements in facilitating education and achieving educational goals methodically cannot be overstated. Various elements that facilitate education include educational objectives, educators, students, curriculum or educational resources, educational instruments, teaching methods, and learning environments. These elements interact reciprocally and continuously throughout education. Regardless of the current state of education in Indonesia, it is clear that teachers need to demonstrate more professional behavior in carrying out their duties. Many theoretical frameworks about the configuration, development, and fundamental goals of personality suggest that education plays an important role in cultivating and refining one's individuality (Sulastri et al., 2020; Wardani & Budiadnyana, 2023). In the empowerment process, it is very important to uphold the basic rights and dignity of teachers and students, and recognize their humanity. Considering that the quality of educators is still below standard, overall educational standards still need to be improved. Nevertheless, teachers and instructors are the fundamental pillars of the education system. Improving the quality of educators will have an impact on improving the quality of education(Raksa, 2020; Tampubolon, 2020). Therefore, implementing a strong certification process is very important to improve teacher competency in Indonesia. Educators have skills, classroom management abilities, and official credentials. One of the main responsibilities of educators is to facilitate the process of educating, instructing, guiding, training, assessing, evaluating and evaluating students (Sentana & Wiyasa, 2021). In accordance with this policy, professional educators are expected to demonstrate strong dedication to improving educational standards, have academic qualifications and competencies appropriate to their profession, uphold professional responsibilities, receive remuneration commensurate with their achievements, and have opportunities for sustainable career development.

In formulating pedagogical training, identify three key elements that require additional explanation regarding the role of principal supervision in improving the teaching profession. The three main objectives of this initiative are to assist educators in creating teaching materials; second, to facilitate instructors' understanding and implementation of appropriate and more efficient pedagogical approaches; and third, to assist teachers in improving student learning techniques. A teacher's personal point of view develops from his or her own point of view, and not all teachers should have a superior point of view. Teacher attitudes are associated with various aspects of life. Teachers often face challenges related to their professional attitudes, such as complaints, concerns about welfare, and personal problems. To help educators, principals may implement specific strategies to address their challenges in a way that minimizes the potential for conflict with the principal and coworkers. Principals may implement many strategies and initiatives to address related problems within their educational institutions. This may include facilitating the resolution of teacher complaints, addressing teacher welfare concerns, and supporting teachers in managing their challenges (Fitri, 2019; Sanglah, 2021). Teacher profile is associated with teacher professionalization. Although finding images of exemplary teachers is challenging, we can estimate their characteristics and attributes. Optimal educators integrate a deep understanding of pedagogy and a strong commitment to maintaining order and structure. Despite the teacher's efforts to develop his personality and perfect his understanding of the subject matter, there is no clear basis for conflict between the two parties. Having a consistent and competent personality has significant relevance for educators, because it is a fundamental basis for professional responsibility. The acquisition of professional skills depends on the development of responsibility and independence. This finding is strengthened by previous research stating that teachers are responsible for developing students' potential and fostering their motivation to acquire knowledge (Sanglah, 2021). Educators essentially facilitate the exploration and development of students' innate abilities rather than directly instilling intelligence (Marisana et al., 2023). In Indonesia, it is important to consider four important aspects in efforts to improve the teaching profession: accessibility and quality of prospective educators, pre-service education programs, job development methods, and involvement of professional organizations. The basic aim of professional teacher education is to develop and equip graduates with the competencies necessary to fulfill the role of subject teacher effectively. Academic competency is a prerequisite for undergraduate graduates and continuing professional teachers, which includes two different stages of education. In continuing education programs, graduates must have a set of professional competencies. The implication of this research is that professional teacher education becomes a form of training that provides knowledge and facilitates the professional growth of educators by involving them in authentic teaching experiences.

4. CONCLUSION

KEducation policy regarding the progress and improvement of the teaching profession results in the conclusion that national education improves the quality of life of a nation by encouraging the growth of intellectual capacity, moral values and cultural progress. Education is essential in fostering the

development of individuals who have unwavering faith and dedication in a higher power, demonstrate virtuous character, maintain physical well-being, acquire extensive knowledge, demonstrate competence, demonstrate creativity, and demonstrate autonomy. Educators have a very important and strategic role in carrying out their duties and achieving national education goals. The indispensable function of teachers in multicultural and multifaceted cultures, especially in contexts with limited technological advances, makes replacing teachers with alternative individuals a challenge. Even though learning technology is available, teachers are still irreplaceable.

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