

Improving Teacher Quality in the Perspective of Islamic Teaching Professionalism

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ABSTRACT: *Various components influence quality religious education. One of the dominant ones is the teacher. Learning will be of high quality if the teacher is competent and professional. The professional development of teachers is a stage in strengthening skills, competencies, and career advancement, which leads to an increase in the quality of learning being taught. This research uses a literature study method. Sources of data obtained through references and other reading sources related to teacher professionalism, the results showed that the problem of teacher professionalism originated from three components, namely self-development, scientific publications, and innovative work. Quality improvement is more dominantly influenced by teacher professionalism, where teachers are required to achieve predetermined qualifications. by meeting adequate qualifications, the teacher's position will automatically increase. Professional development is related to advancing knowledge and skills by considering attitudes and approaches to improving the quality of learning. It is a process of growing teacher professionalism in strengthening the skills, duties and careers of teachers in facing the changes that occur.*

Pendidikan agama yang bermutu dipengaruhi oleh berbagai komponen. Salah satunya yang dominan adalah guru. Pembelajaran akan bermutu, apabila gurunya kompeten dan profesional. Pengembangan profesionalitas guru merupakan tahapan dalam penguatan keahlian, kompetensi, dan peningkatan karir yang berujung pada peningkatan mutu pembelajaran yang diampu. Riset ini menggunakan metode studi kepustakaan, sumber data diperoleh melalui referensi dan sumber bacaan lain yang berkaitan dengan profesionalisme guru. Hasil penelitian menunjukkan bahwa masalah profesionalisme guru berawal dari tiga komponen,

yaitu pengembangan diri, publikasi ilmiah, dan karya inovatif. Peningkatan kualitas lebih dominan dipengaruhi oleh profesionalisme guru, dimana guru dituntut untuk mencapai kualifikasi yang telah ditetapkan. dengan memenuhi kualifikasi yang memadai maka posisi guru akan secara otomatis meningkat. Pengembangan profesionalisme terkait dengan peningkatan pengetahuan dan keterampilan dengan mempertimbangkan sikap dan pendekatan untuk meningkatkan kualitas pembelajaran. Merupakan proses peningkatan profesionalisme guru dalam memperkuat keterampilan, tugas dan karir guru dalam menghadapi perubahan yang terjadi.

Keywords: *Teacher, Quality, Professionalism, Competence.*

INTRODUCTION

Government Regulation No. 55 of 2007, concerning Religious Education in Chapter II article 2 paragraph (1), Religious Education functions to form Indonesian people who have faith and are devoted to God Almighty and have good character and can maintain peace and harmony between and interrelationships religious community (2) religious education aims to develop the ability of students to understand, appreciate and practice religious values that harmonize their authority in science, technology and art. In article 5 paragraph (3) religious education encourages students to obey the teachings of their religion in daily life and make faith an ethical and moral foundation in personal, family, community, national and state life, (5) religious education builds mental attitude students to behave and behave honestly, trustworthy, disciplined, work hard, independent, confident, competitive, cooperative, sincere, and responsible (Muhammad Eliyasin & Nanik Nurhayati, 2012).

The process of Islamic teaching will be able to run by the vision, mission, and competency standards that are expected if appropriately managed. Given the importance of working religious education, the government issued Minister of Religion Affairs Regulation No. 16 of 2010 concerning Management of Islamic Teaching in Schools. In Article 1, it is stated that Islamic teaching provides knowledge attitudes, personalities and skills of students in practising their Islamic teachings, which is implemented at least through subjects in all lines, levels and types of education (Tim Penyusun Kementerian Agama, 2016).

Islamic teaching, as one of the subjects and the learning process, has an urgent position in realizing these expectations. In a philosophical context, explained that basically, the entire content of Islamic teaching values is normative. According to him, there are two ways in which character values become operational in daily life (Munjin, 2017). First, normative values are actualized directly into behaviour. For this type of actualization, in

the view of Saifuddin and Karim has been developed through the science of Islamic jurisprudence. Second, transforming normative values into scientific theories before they are actualized into behaviour.

Teachers influence the quality of Islamic teaching. In this context, the government organized a teacher professional development program. Teachers are expected to develop competencies based on experienced development indicators. This quality assumption can be stated that qualified teachers will have an impact on improving the quality of religious education.

Professionalism must be viewed as a continuous process. In this process, pre-service education, in-service education including upgrading, guidance from workplace professional organizations, community appreciation for the teaching profession, enforcement of professional code of ethics, certification, improving the quality of prospective teachers, and rewards collectively determine the professional development of a person, including teachers (Suriadi Samsuri, Mursidin, 2018).

Several studies have shown that professional teachers are an essential indicator of a quality school. Experienced teachers will significantly assist the process of achieving the school's vision and mission. Given the strategic role that a teacher plays, efforts to identify and develop teacher professionalism are significant to do (Satriadi, Wilian, & Syaib, 2016).

Research conducted by Afriyanti on the implementation of professional teacher duties shows that the teacher has carried out their duties properly in terms of the performance of the leading teaching tasks including planning the implementation of learning, evaluating learning outcomes, and follow-up learning outcomes are high with an average score obtained of 4,3. The performance of professional teacher duties at SMA Negeri Kota Pariaman in terms of professional development includes: self-development, scientific publications, innovative work is high with an average score of 4.19. Also, the implementation of professional teacher duties in terms of supporting activities includes: organizational experience, additional assignments are high. This can be seen from the average score obtained of 4.1 (Afriyanti, 2013).

Teacher professionalism is the condition, direction, value, goal, and quality of expertise and authority in the field of education or learning related to the work of a person who is a livelihood. Meanwhile, professional teachers are teachers who have the competencies required to carry out educational and learning tasks. As explained by Rusman, an experienced teacher is a person who has unique abilities and expertise in the field of teacher training, so that he can perform his duties and functions as a teacher with maximum abilities (Rusman, 2014). According to Aqib and Rohmanto, the quality of professionalism is shown by the following five performance: 1) the desire to always display behaviour that is close to ideal standards, 2) improve and maintain a professional image, 3) the desire to continuously pursue professional development opportunities that can enhance and

improve the quality of knowledge and skills, 4) dating qualities and ideals in the profession, and 5) having pride in their work (Aqib & Elham, 2007).

Based on the description above, it is deemed necessary to carry out further studies on the aspects that play a role in enhancing teacher professionalism seen from the viewpoint of Islamic professionalism. This is important to do, considering that the professionalism factor is one of the factors that significantly affect the quality of student learning (Huda et al., 2019).

Teacher professional development refers to the activities undertaken by teachers to increase their knowledge and skills and to allow for consideration of attitudes and approaches to student education, to improve the quality of the learning process. Judging from the commitment of teachers, the development of teacher professionalism is the result of experience and exploration or systematic teaching. Considering from external factors, the definition of professional teacher development is offered to educators to develop knowledge, skills and dispositional approaches that are used to increase their effectiveness in the classroom and organization (Ikhwan & Fauzi, 2018).

In short, professional development is learning and learning. As learning professional abilities (professional learning), professional development provides significant benefits for teachers as stated by Feiman-Nemser and Tummons cited by Steward. Feiman-Nemser has identified four benefits that teachers can get in carrying out their duties, namely expanding and deepening the knowledge of subject matter for teaching; expanding and refining the repertoire in curriculum, instruction and assessment; strengthening skills and dispositions for learning and improving education; and issue responsibilities and develop leadership skills.

Professional development as part of the learning process of professional ability for teachers provides the benefit of increasing and strengthening the skills, tasks and careers of them in dealing with changes that occur. Thus, carefulness in selecting and establishing professional development activities is needed for teachers (Wahyu, 2012).

Professional development can take place depending on the professional development model approach used. The teacher professional development model can be grouped into two categories, namely the organizational partnership model and the individual or small group model.

The quality of learning is influenced by various factors, both teachers, students and facilities infrastructure, support, and others. However, of the many factors, teachers are the most determining factor, because the teacher is the most personally responsible for the successful implementation of learning in the classroom. A teacher is a spearhead of achieving the quality of education; he must be good at translating what is desired in the curriculum. A teacher must be creative and innovative in convey learning to students. The responsibility of the teacher is not only just

giving teaching materials but what is more important is how a person is teachers must be able to make students useful amid society after they completed their education. For that, we need a professional teacher (Khodijah, 2011).

Education in the view of Islam is the one that is responsible for giving birth to educated humans in real meaning, namely humans who are physically fit and mentally intelligent. To create such a human being, actually Islamic education does not experience poverty, a reference which can be used as an argument or primary basis. So that the real purpose of Islamic education was born. For example, one of the goals of education is to educate the lives of the nation and human beings who fear the one and only God, as stated in the UUSPN of our country. The aims of education are not much different from the goals of Islamic education (Ikhwan, 2018).

To achieve the goals of education, many things must be addressed and equipped, such as adequate teaching facilities, libraries, laboratories, school buildings, and most importantly, professional teaching staff. Teacher professionalism can be interpreted as an attitude of discipline, the scientific capacity of the teacher and so on. A good teacher will produce good students. In a company, there is the term performance. An employee who has high and good performance can support the achievement of the goals and objectives set by the company. And to be able to have a tall and fair account, an employee must have the skills and skills by the job he is doing. According to Mangkunegara, the achievement of cooperation with a performance that has the results of work in quality and quantity achieved by an employee in carrying out his duties according to the responsibilities given to him (A.A.P, 2001). Likewise, a teacher, he must have a good performance in teaching (Nurdin, 2004).

Professionalism can be defined as a professional attitude in carrying out a job. A term as familiar as this definition is performance. Performance can be simply defined as the results achieved by an employee during a specific period in a particular field of work. Decree of the chairman of the State Administration of the Republic of Indonesia No. 589 / IX / 6/4/99 dated 20 September 1999 concerning guidelines for reporting the performance accountability of government agencies (LAKIP) states that performance is a description of the level of achievement of the implementation of an activity or program or policy in realizing the goals, objectives, vision and mission of the organization.

METHOD

In this section, an assessment of the concepts and theories used is carried out based on the available literature, especially from articles published in various scientific journals. A literature review serves to build concepts or ideas on which to base studies in research (Sujarweni, 2014). In this study used is library research or library research, which is research

carried out through collecting data or scientific papers aimed at the object of study or collection of data in the form of literature, or analysis carried out to solve a problem which is based on the critical research. And the depth of relevant library materials. Some of the sources used include; textbooks, scientific journals, statistical references, other relevant research results (Sanusi, 2016).

The method of collecting research data is taken from data sources. What is meant by data sources in research is the subject from which data can be obtained. If the researcher uses documentation, then the document or note is the source of the data, while the contents of the research subject's messages or research variables (Arikuntoro, 2006).

FINDINGS AND DISCUSSIONS

Problems of Tacher's Competence

The low professionalism of teachers is inseparable from several factors that surround it. Ani M Hasan expressed this view in Ahmad Dasuki which states that the factors that caused the low professionalism of teachers include: 1) There are still many teachers who do not pursue their profession as a whole. This is caused by outside their working hours to meet the needs of daily life so that the time to read and write to improve themselves is not there; and 2) Lack of teacher motivation in enhancing the quality because they are not required to research as applied to lecturers in tertiary institutions (Dasuki, 2010).

One problem is the weakness of the teacher in compiling Classroom Action Research (CAR) as one component of scientific publications. Takyudin reported some facts related to CAR that was carried out by the teacher as follows: 1) the teacher's interest in conducting research was shallow. The results of the study showed that the teacher's interest in researching was only 0.01%. The learning process is sporadic and almost untouched by research. The teacher should conduct research (class action) to measure the effectiveness of learning, and make improvements based on the findings data; 2) there is a need to develop a profession in the form of writing scientific papers, both in the way of CAR, as well as other scientific writing in the field of education, causing many teachers to stop their ranks in IV/a grade. Moreover, with the issuance of a regulation in 2010 which stipulates the provision that teachers who will be promoted to a higher level starting from III/b grade, then these teachers must have a credit score derived from scientific publications or innovative works, it will be increasingly difficult for teachers to be promoted; and 3) according to the National Personnel Agency, whereas the number of teachers in Indonesia in IV/a grade was 334,184 (IV/b grade had 2,318, IV/c grade had 84, and IV/d grade had 15 teachers).

Problem is inseparable from the conditions in the field which include: 1) activities or training programs organized by the government or

conducted by self-funding teachers so far that involve CAR for teachers are still lacking, 2) training for teachers carried out so far is still dominant at the level of theory or concept, not many of which are practical, 3) the results of training generally have not had a direct impact on the ability and productivity of teachers in conducting CAR; 4) the activity achieved has not yet reached the CAR report. There are several reasons for this, including the lack of time available in practice, training methods, participant training factors, and others; and 5) there is no follow-up after the training so that the knowledge, concepts obtained, transferred by the resource person or instructor settles and is blunted because it is not implemented.

In addition to the achievement, the role of teacher performance is very influential on the quality of education and the quality of human resources in Indonesia. It is very reasonable if the assumption arises that the reality of the low Human Development Index (HDI) and the low quality of education in Indonesia is a result of the low performance of teachers. The United Nations Development Program (UNDP) report in the last two years (2011-2012) on the Human Development Index (HDI) or Human Development Index (HDI), ranks Indonesia at the bottom of the 187 countries surveyed. Indonesia in the index is ranked 124th in 2011 and 121th in 2012.

Whereas before, in 2010, Indonesian HDI was ranked 108th. While in the same year, in 2012, the release of the United Nations Educational, Scientific and Cultural Organization (UNESCO) ranked Indonesia 64th out of 120 countries surveyed in Education For All Development Index (EDI), with an EDI value of 0.938 from a scale of 1,000; the amount of literacy ability (read/write) at the age of 15 years and over is 0.926 from a scale of 1,000, and the number of primary school graduations (maximum up to grade V) is 0.861 from a scale of 1,000.

The low performance and competence of teachers in Indonesia are recognized by the Indonesian Minister of Education and Culture, Mohammad Nuh, as evidenced by Teacher Competency Test results throughout Indonesia, which on average only reach 4.25 on a scale of 10. The average teacher, initial competency test in 337 cities, is below the national average of 42.25. Only 154 towns have an average score above the national average. The highest score of 97.0 and the lowest of 1.0 indicates that the gap in teacher quality between regions is vast. Provinces with the highest average scores were obtained by Yogyakarta, DKI Jakarta, Bali, East Java and Central Java. The lowest average values were in Maluku, North Maluku, West Kalimantan, Central Kalimantan, and Jambi. For the city level, the average amount the highest Early Competency Test (ECT) in Blitar, Sukabumi, Gresik, Malang, and Jember. The lowest average scores in the Mentawai Islands, Dogiyai, North Barito, Morotai, and West Lampung.

The following are some of the findings that show the weak

performance of teachers in Indonesia:

"In the field, there are many teachers who do not meet the competency standards as expected. First, teachers do not have the knowledge and skills to manage students. For example, many cases of teachers give excessive punishment to their students even to the point of injury. Second, the teacher's personality is still unstable. Third, their ability as part of the community is still low. Teachers are not able to write scientific papers as part of communication with the community, and the relationship between teachers and students and the community - so the teachers did not know the problems faced by his students, let alone the surrounding community. Fourth, teachers mastery of subjects is still shallow. Teachers have difficulty in applying subject matter taught with their students' daily lives".

These findings reinforced the statement of the Minister of National Education and Culture about the low performance of teachers, seen from the value of teacher competence in mastering subject matter and ability in managing classroom skills. These findings also indicate the phenomenon of teachers degradation among students and their communities. The low competence, indeed, affects the low performance in the education process.

Quality Perspective of Islamic Teaching

The perspective and background have defined quality. Conventionally, quality usually describes the natural characteristics of a product such as performance, reliability, easy for use, and aesthetics. This understanding is beginning to be abandoned because the business world is not competitive; managers pay attention to a more strategic definition. In ISO 8402 (Quality Vocabulary), quality is defined as the totality of the characteristics of a product that supports its ability to satisfy the needs specified or determined. Quality is defined as customer satisfaction or confirmation of conditions (conformance of the requirements).

There are several perspectives on quality. Many experts and organizations try to define quality based on their respective views. Some of them are as follows: 1) Performance to the standards expected by the customer; 2) Meeting the customer's needs the first time and every time; 3) Providing our customers with products and services that consistently meet their needs and expectations; 4) Doing the right thing right the first time, always striving for improvement, and still satisfying the customer; 5) a pragmatic system of continuous improvement, a way to successfully organize man and machines; 6) The meaning of excellence; 7) The unyielding and continuing effort by everyone in an organization to understand, meet, and exceed the needs of its customers; 8) The best products that you can produce with the materials that you have to work with, and 9) Not only satisfying customers, but delighting them, innovating, creating.

Although there are no commonly accepted definitions of quality, the reports are similar in terms of the following elements: 1) rate includes the business of meeting or exceeding customer expectations; 2) quality contains products, services, people, processes, and the environment; 3) Quality is a condition that is always changing (for example what is considered to be current quality may be regarded as inferior in the future).

Based on these elements, a broader definition is a dynamic condition related to products, services, people, processes, and the environment that meet or exceed expectations. Quality education is determined by several related components, ranging from inputs, processes and outputs, as well as by good management. Management of improving the quality of education has characteristics that need to be understood by educational institutions that will implement it, namely; the features of effective schools, and the management of improving the quality of education which is the framework or framework. Therefore, the following characteristics include inclusive elements of effective schools, which are categorized as inputs, processes and outputs.

The process is the change of something into something else. Something that influences the process is called input, while something that results from the process is called output. Learning is oriented to learning to know, learning to do, learning to be, learning to live together. Strong or democratic leadership with managerial abilities, the ability to mobilize, and has broad autonomy. Safe, comfortable and humane environment. Managing power shows effectiveness in planning, developing, evaluating, and rewarding services. Schools have a quality culture (collaboration, ownership, willingness to change, self-improvement, and openness), and dynamic work team. Community participation is high. Quality school output if school performance, especially student learning achievement, shows high achievement in academic and non-academic achievement.

Improving the quality of learning is one of the efforts that is being prioritized to achieve educational goals. In the process of learning activities in the past, many went in the same direction. In this case, the function and role of the teacher become dominant, the teacher is very active. Still, on the contrary, students become very passive and not creative and sometimes students are also regarded as objects, not as subjects. So that students are less able to develop their potential.

The explanation of the quality above if related to Islamic teaching raises the assumption that Islamic education will be of quality if all components can meet or exceed the expectations of all parties. In this regard, when viewed from the learning actors, teachers must be able to develop professionalism so that they can present themselves as qualified educators, who can encourage other components in synergy in meeting objectives.

Teacher Professional Development

Guidelines for Professional Development Activities and Credit Score of the Ministry of National Education, there are three kinds of activities in the development of sustainable professionalism for teachers, namely: self-development, scientific publications, and innovative work. The opinion description above shows that the models and forms of activities in developing teacher professionalism are very diverse. Each approach used has the aim that professional development can increase the growth of teachers' professional abilities.

Various types of professional development activities as described above, can be chosen by the teacher to achieve the expected goals. The success of teachers to conduct professional development activities is very much determined by the design of the activities that will be done (Wahyu, 2012).

There are six stages to designing professional development activities, namely: identification and analysis of needs, designing and implementing professional development, and monitoring and evaluation of impacts. The first two stages are the identification of conditions and the research carried out by the teacher about what is already known and what can be done next.

The second two stages are challenges for teachers to choose and find professional development activities that are appropriate to their needs. The third two stages are to ensure that what has been designed in the first and second stages can be carried out according to the plans and expected needs.

At least five principles to support the implementation of professional development activities, namely: active involvement, relevant to current challenges, integration with experience, variations in learning styles, and choice and independence. In contrast to the professional development approach used by the Ministry of Education and National Culture, continuous professional development is carried out through planning, implementation, evaluation, and reflection activities designed to improve characteristics, knowledge, understanding, and skills. Through planning and reflecting on teacher learning experiences, it is hoped that it can accelerate the development of teacher knowledge and skills as well as teacher career advancement.

Sustainable Professional Development in Indonesia is the development of teacher competencies that are carried out by the needs, gradual (gradated), and ongoing to improve professionalism. This is done to create professional teachers, and be able to foster students' interests and talents by their fields in mastering science, technology and art.

The program is a conscious renewal of the knowledge and improvement of teacher competence throughout his work life. Sustainable Professional Development is carried out to create teachers who are professional, dignified and prosperous so that they can actively participate in forming Indonesian people who are God-fearing, excel in science and

technology, have aesthetic, ethical, ethical character, and personality.

It can be concluded that teacher professional development exceeds the meaning of staff development or in-service training. But it also includes both formal and informal ways to help teachers master new skills, expand knowledge, develop innovative insights into pedagogics, practice and understanding of the needs of the teacher himself because the teacher's professional development is the aspect of his overall personal development, both in personal development, innovative work, and scientific work, that are carried out continuously or continuously.

The quality of Islamic teaching in this regard can be developed through increasing teacher professionalism. The professionalism can be produced in 3 types of activities, 1) self-development; 2) scientific publications; and 3) innovative works. The realization of professionalism can be given the following indicators: (a) mastering the material, structure, concepts, and scientific mindset that supports the subjects being taught; (b) they are mastering the competency standards and essential competencies of the subjects or areas of development being taught; (c) develop learning materials that are taught creatively; (e) sustainably develop professionalism by taking reflective action and (f) we are utilizing information and communication technology to communicate and develop themselves.

To improve his professionalism, the teacher must always try to do five things. First, understand the demands of existing professional standards. This must be placed on top priority because: a) global competition which allows the mobility of teachers across countries; b) as a professional a teacher must follow the demands of professional development globally, and the needs of society who want better service. The only way to meet the standards of this profession is to learn continuously throughout life by opening up to being willing to hear and see new developments in their fields.

Second, achieve the required qualifications and competencies. By fulfilling adequate qualifications and competencies, the teacher has a strong bargaining position and meets the necessary conditions. This quality and competency improvement can be achieved through in-service training and various other efforts to obtain certification. Third, building good and broad peer relations, including through organizations. Teachers can make efforts to make excellent and general peer relations by fostering networking or networking. The teacher must try to find out what his successful colleague has done. So you can learn to achieve the same success or even better (Muhson, 2017).

Fourth, develop a work ethic or work culture that prioritizes high-quality services to the costumers. In this day and age, all fields and professions are required to provide excellent service. Teachers also must provide exceptional service to their constituents, namely students, parents and schools as stakeholders. Fifth, adopt an innovation or develop creativity in the use of the latest communication and information technology so that

it is always left behind in its ability to manage to learn. Teachers can take advantage of new media and ideas in the field of educational technology such as media presentations, computers (hard technologies) and also new approaches in the field of educational technology (soft technologies).

The guidance of orientation and teacher professional development include guidance on pedagogical competence, personal competence, social competence, and professional competence. Teacher development and professional development are carried out through available positions. Meanwhile, coaching and career development include assignments and promotions. Fostering and developing teachers' careers must be in line with their available levels (Saeful Arif, 2013: 143). The pattern of guidance and professional development and trade of teachers is expected to be a reference for related institutions in the implementation of teacher professional development and employment.

Mohammad Rohman view that the orientation of teacher development and development towards ideal professional degrees, including in the framework of managing classes for effective learning, is carried out based on initiatives of the central government, local governments, organizers of education units, teacher associations, a teacher in person, and others (Rohman & Amri, 2012). But according to Mujamil Qomar no less important is the teacher's initiative to go through the professionalization process. Coaching activities and teacher professional development should ideally be carried out systematically by going through certain stages, such as needs analysis, formulation of goals and objectives, program design, and program evaluation. The continuous development and development of teacher professional abilities must be carried out on systematic planning, organizing, implementing, and evaluating (Qomar, 2007).

Teacher professional development and development must be oriented towards: a) based on research programs, b) preparing teachers to test and access their practical skills, c) being organized with a collegial approach, d) focusing on teacher participation in the decision-making process about essential issues in the environment madrasah, and e) assisting teachers who are considered weak in certain aspects of their competence. Thus, this activity refers to a learning opportunity that is deliberately designed to help teacher professional growth.

The orientation of the guidance and professional development of teachers, in this case, includes the development of pedagogical competence, personality competence, social competence, and professional competence. Teacher professional development is carried out through available positions. Thus, the focus of coaching and teacher professional development is related to the four main competencies that must be possessed.

The development of teacher professionalism is a global concern because teachers have the task and roles of not only providing information on science and technology but also forming attitudes and souls that can

survive in the era of hyper-competition. The teacher's task is to help students to be able to adapt to various life challenges and pressures. This empowerment of students covers aspects of personality, primarily intellectual, social, emotional, and skill aspects. The noble task becomes heavy because not only teachers must prepare young people to enter the Knowledge Age, but must prepare themselves to exist, both as individuals and as professionals (Mursal, 2013).

Professional development of teachers is not something easy; this is due to many factors that can influence it. Therefore observing the environment in which the product is carried out is essential, significantly if these factors can hinder efforts to develop the teaching staff. In this connection, bureaucratic elements, especially educational bureaucracy, are often lacking or not supporting the creation of an atmosphere conducive to the professional development of them.

Based on that, the right strategy is needed to create a conducive climate for the development of the teaching profession. This conducive situation is very much needed by them to be able to develop themselves towards the professionalism of teachers. In this case, several strategies can be done to create a situation that is conducive to the development of the teaching profession, namely: a) a paradigm change strategy. This strategy begins by changing the bureaucratic paradigm to become able to develop themselves as service-oriented institutions, not served; b) debureaucratization strategy. This strategy is intended to reduce the level of bureaucracy that can hinder the self-development of teachers.

CONCLUSION

Professional teachers have a strong influence on the quality of learning. The quality of this learning includes aspects of input, process, and output. These three things are integrated into process standards related to graduate competencies, content standards, and assessment. Quality improvement is more influenced by teacher professionalism. Teachers are required to achieve the necessary qualifications and competencies. By meeting adequate qualifications and competencies, it is hoped that teachers can develop professionalism and meet the requirements. Professional development is related to increasing knowledge and skills by considering attitudes and approaches to improving the quality of learning. It is a process of growing teacher professionalism in strengthening the skills, duties and careers of teachers in facing the changes that occur.

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