

CHAPTER I

INTRODUCTION

This chapter of the study presents the background of the study, the research question formulation, the objective of the study, the significance of the study, the scope and limitation of the study, the hypothesis of the study and definition of key terms.

A. Background of The Study

Teachers' role in this information era has become more complex. As an educator, teachers have to follow the unlimited development of the knowledge. Now days, the role of teachers have changed from being the major source of knowledge to being a facilitator who help students to make judgment about the validity of a new sources of knowledge. Dr Jayendrakumar N. Amin, 2016 stated that Teachers are expected to become more technological oriented and responsible for their students learning outcomes. The availability of skilled and high-quality teachers is in line with the quality of education system (Alamsyah et al., 2020). Therefore, the quality of the future education was determined by the professionalism of teachers (Lisnawati, 2018).

Professionalism in teaching means a set of implied and explicit standards which expected to be full filled by an educator. Professionalism in education itself involve with various kind of interactions with parents, students, other teachers, school administrator, society, and other stakeholders in appropriate and respectful ways to create an effective learning environment (Houston, 2008).

In Indonesian context, teacher professionalism based on national policy related to the ability of teachers in conducting their role and function and how they behave at school and in society context. The Law of Teachers and Lecturers No. 14 Year 2005 mandates teachers as professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students. According to Pasal 7 Ayat (1) Undang-Undang No. 14 Tahun 2005 Tentang Guru dan Dosen, teachers to carry out their duties by adhering: 1) people who have talents, interests, vocation, and idealism; 2) committed to improving the quality of education, faith, piety, and noble character; 3) academic qualifications and educational background in accordance with its assignment; 4) necessary competence in accordance with its duties; 5) responsibility for the professionalism of the performance of duties; 6) income determined in accordance with job performance; 7) opportunity to develop in a sustainable manner with the professionalism of lifelong learning; 8) guarantee of legal protection in carrying out the duties professionalism; 9) and professional organization that

authorize to regulate matters relating to the task of teacher professionalism. When all those principles are implemented properly, it is expected to produce excellent students as an output.

The concept of professionalism and how to become professional educator are very diverse and has been the subject of many scholarly diverse (Kim L. Creasy,2015). The concept of professionalism in education is very important and considered to be the key element to bring effectiveness in teaching and learning. The dynamic nature of terms and its interpretation resulted many different definition and concept as a response to scientific development, public discourse, and external pressure. Depending on educational context, the definition of teachers' professionalism focuses on the qualification of professional teachers such as "fulfilling the highest teaching standard", and "being excellent at his/her job".

Teacher professionalism can be described as professional work field in educational dimension aims at achieving the highest standard in teaching which is judged on professional formation, knowledge, and values. The dominant discourse in the field of education indicates that teacher's professionalism mean meeting certain standard in education related to proficiency.(Demirkasımoğlu, 2010)

H.A.R. Tilaar explained that a professional means a person who has the specified ability match with the job requirement. Professionalism is opposed with amateurism. A professional person understands how to accomplish their task effectively and continuously improve their skill and ability through education and training (Tilaar, 2009). In teaching and learning process, teachers as professional educators have to commit and responsible to develop learning competence of each student, especially their creative and critical thinking, encourage their argumentation skills, the ability to handle criticism and develop students' social attitudes (Arifin et al., 2020).

Goodlad outlines the requirements to be professional educator such as having coherent knowledge and skills, recruited in a professional process and having standard of teaching (Goodlad, 1990). Furthermore, Gardner and Shulman in their extensive empirical study describe deeper about the characteristic of professional namely, having the awareness to develop their knowledge, committed to give contribution to the community, maintain the professional integrity by holding the professional values and ethics for the social welfare.(Gardner & Shulman, 2005)

Teachers' professionalism nowadays is interpreted in terms of what extend teachers solve their difficulties in teaching and how teachers use their related skills and experiences.(Demirkasımoğlu, 2010) Phelps believes professionalism is enhanced when teachers use excellence as a critical criterion for judging their actions and attitudes. In other

words, professionalism is measured by the best and the highest standards.(Phelps, 2006) The effect of teachers' professional and pedagogical competencies will have a significant impact to the education itself as a discipline.(Furlong, 2013)

Professionalism observed from gender has become discussion in any field around social change and development. In Indonesia, the gender issue has become a topic in community development among non-organizational and organizational government. The history of gender differences between man and woman has passed a long process. Therefore, the formation of gender differences due to many things which are formed, socialized, strengthened, even socially constructed through religious and school teaching. According to Jayde Pryzgoda and Joan C. Chrisler, gender differences are considered and understood as the nature of male and female code.(Pryzgoda & Chrisler, 2000)

Some previous studies have examined the relation between professionalism and other factors. One of the factors is teachers' characteristic such as gender, teachers' gender is related beliefs. Since was born a person has been determine their gender roles and attributes. If he is a man, he is expected to act like a gentleman. Conversely, if a woman born, she is expected to act like a woman. Men and woman are considered as a status symbol. Man is related with a symbol of masculinity, they perceived as mighty, tough, and aggressive. Men are considered stronger, more aggressive, and braver than woman. Meanwhile, a woman considered to have feminine characteristic. They are assumed to have more polite attitude, gentler, and more concerned with ethical issues. In general, gender is used to identify differences between man and woman from a socio-cultural perspective.(LINDSEY, 2020)

Meanwhile sex is defined as the difference between man and women biologically. According to Echols & Shadily, the term sex is more concentrate to the biological aspect consisting of the chemical and hormone composition in the body, physical anatomy, reproduction, and other biological characteristics.John U. Wolff. Echols, John M., Hassan Shadily, "An Indonesian-English Dictionary. Vol. 2." (Cornell University Press, 1989). Some society group even associated sex to distribute certain work. A men' job are considered to be in accordance with their stronger muscle, while woman' job are considered to be in accordance with their biological capacity as a woman such as beautiful, gentle, slender, and more polite than a man. Research that has been conducted on gender differences by Beltramini found that woman is more concerned with ethical issues then man.(Peterson et al., 1991) While Ortiz Buonafina in his study found that men and woman have the same ethical beliefs, and both have some of the same process for evaluating situation based on ethics.(Tsalikis & Ortiz-Buonafina, 1990)

Historically, societies have assigned specific gender roles, where men were expected to be the primary breadwinners, while women were assigned the role of homemakers and caregivers. Despite significant progress toward gender equality, many cultures still retain some elements of these traditional gender norms, leading to a disproportionate burden of domestic responsibilities falling on women. This domestic burden can have several effects on women's professionalism such as time and energy constraints. Women often find themselves juggling multiple roles, including that of an employee or professional, as well as a caregiver and homemaker. The time and energy required for domestic chores can reduce the amount of time and effort they can dedicate to their professional pursuits, impacting their career growth and opportunities for advancement.

The responsibilities of child-rearing and household management can lead to career interruptions or breaks, such as taking time off work for maternity leave or to care for family members. These interruptions can hinder the continuous career progression that is often essential for professional success.

For woman balancing professional responsibilities with domestic duties can be overwhelming and stressful for many women. Struggling to find a healthy work-life balance may affect job satisfaction, productivity, and overall well-being.

The domestic burden can restrict women's ability to participate fully in networking events, professional development programs, and other opportunities that could enhance their skills and expand their professional network.

The length of teaching experience has piqued the interest of academics, who are investigating its influence on various educational outcomes. Numerous studies have been conducted to study the link between the numbers of years of experience a teacher has and student achievement, classroom management, and instructional approaches. The purpose of this literature review is to offer an overview of available studies and throw light on the complicated nature of the relationship between teaching experience length and educational results.

The influence of teaching experience on student accomplishment is not obvious, according to one significant result from the literature. While some studies indicate a beneficial relationship between teachers' years of experience and student achievement, others reveal conflicting or contradictory results.

Teachers' professionalism reviewed from teachers' length of teaching experience. Stephen J Watson defines experience as a foundation gain from someone's knowledge. It is essentially an understanding of something that is internalized by someone in acquiring the knowledge,

values, and skills integrated on his or herself. To sum up, someone with particular experience is someone who has the knowledge, skills, and values to do their jobs.(Watson, 1991) In accordance with the previous statement, it can be concluded that the more often someone repeats something, the more their knowledge increases. Based on the previous statement, length of teaching experience is a meaningful lesson for a teacher in the teaching and learning process including influencing and directing learners to gain their success. Based on the study conducted by Suratno, teachers' length of teaching experience has a significant impact on the teachers' interaction quality with their students.

B. Research Questions

According to the background of the study explained at the previous chapter, this study aimed to investigate the impact of gender and length of teaching experience toward teachers' professionalism. In a sample of junior high school teachers joined MGMP guru Bahasa Inggris MTs and SMP Kota Kediri. Therefore, this study attempts to answer the following research questions:

1. Is there any significant impact of gender toward junior high school teachers' professionalism?
2. Is there any significant impact of teaching experience toward junior high school teachers' professionalism?
3. Is there any significant impact of both gender and teaching experience toward junior high school teachers' professionalism?

C. Research Objectives

From the research questions above, the researcher sets up the objectives of the study as follows:

1. To find out the significant impact both gender toward junior high school teachers' professionalism.
2. To find out the significant impact both teaching experience toward junior high school teachers' professionalism
3. To find out the significant impact both gender and teaching experience toward junior high school teachers' professionalism

D. The Significances of the Study

The information gained from the result of this study is valuable to give practical consideration for educational policy maker especially junior high school principals in Kediri in making a better policy in improving teachers' professionalism to make a better quality of education itself particularly in Kediri.

There are two major contribution expected in this study practical and scientific contribution to the body of knowledge, especially for teachers, students, school principals, school superintendent, Unit Pelaksanaan teknis pendidikan kota Kediri, and further research in the same topic.

1. Scientific Contribution:

The discovery of relationship pattern between teachers' professionalism with some factors such as gender and length of teaching experience is expected to enrich the body of knowledge in educational field especially in the context of influencing factor of teachers' professionalism, the researcher hope the result of this study can be used as a reference by future researchers in the same topic.

2. Practical Contribution

The information gained from the result of this study is expected to be consideration in providing guidance to improve performance to whoever involved in educational sector especially to junior high school teaches. Practically, the result of this study is expected to encourage the critical thinking and collaboration among junior high school teachers in Kediri to improve their teaching professionalism. Furthermore, this study is expected to give information about junior high school teachers' performance in conducting teaching and learning activity because it is important to gain the teaching affectivity and the goal of national education.

E. Scope and Limitation of The Study

To maintain the focus of this study, the researcher set the scope and limitation. This study focus on examining the influence of gender and length of teaching toward junior high school teachers' professionalism. In this case the researcher take the sample of this research limited junior high school teachers' who are the member of MGMP guru Bahasa Inggris SMP Kota Kediri.

F. Theoretical Framework

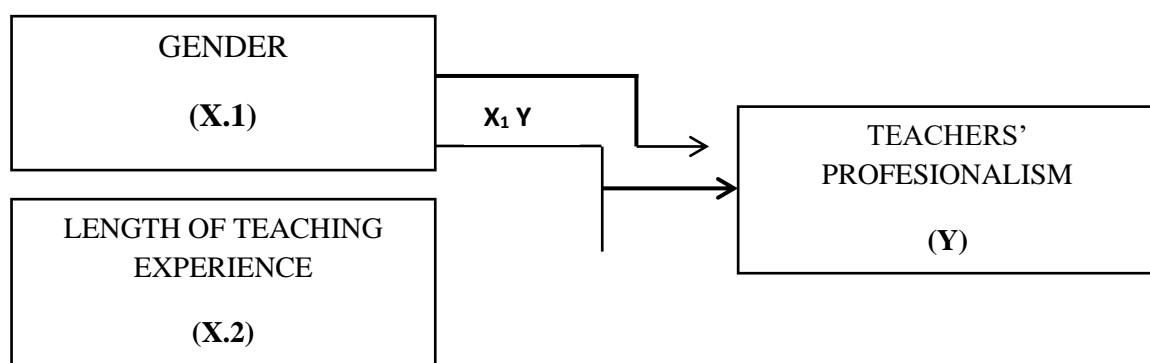




Figure 1. Contellation of Effect between Variables

Information:

—————→ Influence

X_1 : Gender

X_2 : Teaching Experience

Y : Teachers Professionalism

The theoretical framework in this study describes how the theorist linked to the factors that have been identified as major problems. This study, involves three variables consist of variable X_1 , X_2 , and Y . The X variable is used for identify the independent variable; while Y is used for identify the dependent variable. Furthermore this study is aimed to investigate the impact of gender and length of teaching experience toward teachers' professionalism.

G. Hypotheses of The Study

This study is aimed to examine the influence of gender and length of teaching toward junior high school teachers' emotional intelligence and professionalism. Therefore the hypotheses of this study are formulated as follows:

Ha 1: There is significant impact of teachers' gender toward teachers' professionalism

Ho 1: There is no significant impact of teachers' gender toward teachers' professionalism

Ha 2: There is significant impact of teachers' teaching experience toward teachers' professionalism

Ho 2: There is no significant impact of teachers' teaching experience toward teachers' professionalism

Ha 3: There is significant impact both teachers' gender and teaching experience toward teachers' professionalism

Ho 3: There is no significant impact both teachers' gender and teaching experience toward teachers' professionalism

H. Definition of Key Terms

In this subs chapter, the researcher defined some key terms used in this study. It aims to give a better understanding. The researcher provide the following key terms:

1. Professionalism

Professionalism comes from the word professional. Professional itself means someone who have the capability and skills expected to fulfill the demand of work. While professionalism means the attitude that have to be developed including work ethic and behavior to reach the working standard.

2. Gender

Gender is constructed by society refers opportunities and tribute of the two sexes (male and female). Gender refers to social attributes. It determines what is expected, allowed and valued in a women or a man in a social context. Gender distinction created by social norm may differ across time and culture.

3. Teaching Experience

Teaching experience refers to the length of time a teacher has worked and knowledge gained from working in a particular school. Teachers' experience is the way the teachers internalizes and interpret the interaction they have with their school, as well as their context that underlines those interaction.

4. MGMP

MGMP is an abbreviation from “Musyawarah Guru Mata Pelajaran”. It is a kind of professional organization accommodate teachers who teach the same subject to gather, communicate, learn, discuss, and exchange ideas to develop their teaching professionalism