

CHAPTER II

LITERATURE REVIEW

In this chapter the researcher presents the definition and theories used related with the variables in this study. It elaborates the concept of gender, length of teaching experience on teachers' professionalism. Furthermore, this chapter provides some previous study in the same topic to support this study.

A. Teachers' Professionalism

1. The definition of professionalism

The term professionalism according to Noah Webster, *Webster's New International Dictionary of the English Language* originates from the Latin word *professio*, *professio* means a "vocation" or "occupation". A professional require an advanced training in some liberal art or science, and usually involve mental rather than manual work. They continuously develop and update their skill and expertise in a particular field they have chosen. Many researchers create the criteria for professionalism; according to Glenn Langford, 2010 professional workers are someone who has 1) having ethical behavior; 2) having knowledge and expertise; 3) having a sense of responsibility and purpose; 4) prioritizing services; 5) having good problem solving and critical thinking; and 6) having recognition from other people. Professionals are also requiring specialized knowledge and skills gained from academic education.

Professionalism not only a set of competencies but it is a word ethics that reflect someone's strong professional reputation lead to workplace success (David H maister, 2012). Professionalism at work is very important and it is a key component for a successful career. For teacher, professionalism means a commitment to create a path for continuous improvement. According to Soetjipto, 1950 Teachers should have variety of skills, abilities, love the job, and keep the ethical code of teachers. As a professional educators, teachers have a good images in society and worthy to being a role model for their surroundings. Oemar Hamalik explain that teachers have some professional requirements including 1) Having Talent as a teacher; 2) Having skill as teacher; 3) Having heakthy ental. 5) Having healthy body, 6) Having broad experience and knowledge, 7) Having Pancasila spirit; 8) Being a good citizen (Tirta Utama, 2019).

2. The dimension of professionalism

Professionalism is a multifaceted concept that encompasses various dimensions in the context of education. This literature review aims to explore the dimensions of

professionalism that are commonly recognized and studied within the field of education, providing an overview of the existing research and theoretical perspectives.

One widely recognized dimension of professionalism in education is professional knowledge and expertise. This dimension refers to the depth and breadth of a teacher's subject matter knowledge, pedagogical knowledge, and understanding of educational theories and research. Research has shown that teachers with higher levels of professional knowledge and expertise are more effective in promoting student learning outcomes.(Avalos-Bevan, 2018) Moreover, ongoing professional development and continuous learning are crucial for teachers to stay updated and enhance their professional knowledge and expertise.

Another dimension of professionalism is professional behavior and ethical conduct. This dimension relates to the ethical standards, values, and behaviors expected of teachers in their interactions with students, colleagues, and the broader school community. Professional behavior includes aspects such as maintaining confidentiality, demonstrating respect for diversity, and adhering to professional codes of conduct. Research has emphasized the importance of ethical conduct in building trust and creating a positive learning environment.(Maxwell & Schwimmer, 2016)

Collaboration and collegiality constitute a significant dimension of professionalism in education. Teachers who engage in collaborative practices, such as sharing resources, collaborating on instructional planning, and engaging in reflective dialogue, contribute to a culture of professional learning and collective efficacy. Studies have highlighted the positive impact of collaborative professionalism on teacher effectiveness and student outcomes. Collaborative professionalism encourages the exchange of ideas and expertise, leading to continuous improvement in teaching practices.(Hargreaves, 2019)

Moreover, a dimension of professionalism that has gained increasing attention is the use of evidence-based practices and reflective inquiry. Professional educators engage in systematic reflection on their instructional practices, critically examining the impact of their teaching and making informed decisions based on evidence. The integration of research findings and data-driven decision-making supports the ongoing improvement of teaching and learning processes. Effective professional development programs often incorporate opportunities for teachers to engage in reflective practice and develop their capacity for evidence-based decision-making.(Bannigan & Moores, 2009)

In conclusion, professionalism in education encompasses various dimensions that collectively contribute to effective teaching and positive student outcomes. These

dimensions include professional knowledge and expertise, professional behavior and ethical conduct, collaboration and collegiality, and the use of evidence-based practices and reflective inquiry. Understanding and fostering these dimensions of professionalism can inform policies, practices, and professional development initiatives aimed at enhancing the quality of education and supporting the professional growth of teachers. Future research should continue to explore the interplay between these dimensions and their impact on teacher effectiveness and student learning.

3. Teachers' Professional Characteristic

Teachers as an educator have to have a good competence to do the task of education to create a successful teaching and learning. Ideally, a teacher has to master professional competences. Teachers' professional competences include the ability to master the material widely and applying appropriate method and technique in teaching.

The scope of professional competence has to be understood and able to be applied by the teachers as a bare minimum of teaching. Mulyasa explain deeper related teachers' professional characteristics including 1) Understand the learning material; 2) Able to choose relevant learning media and equipment as a source of learning; 3) Able to organize and implement learning program; and 4) Apply the evaluation for students.(Wardoyo et al., 2020)

B. Length of Teaching Experience

1. Length of Teaching Experience and Quality of Teaching

According to Robyn Brandenburg et al., 2016 The presumption of a straightforward linear relationship between teachers' length of teaching and the quality of teaching is a topic that has been studied and debated within the field of education. While it is a common belief that more experienced teachers generally exhibit higher-quality teaching, the actual relationship between teaching experience and teaching quality is complex and nuanced. Whereas, some studies explored range of factors that is nonlinear and cyclical affecting the quality of teaching. However, experience is one of many factors influencing on job satisfaction and the quality of teaching (Robyn Brandenburg et al., 2016) . For instance, a study conducted by Latiff et al. (2017) find that job satisfaction increase with experience. Teachers who had 8 to 10 years of teaching experience had higher level of job satisfaction than teachers who had only up to 7 years of teaching experience (Latif, Humaira, Muhammad Iqbal Majoka, and Muhammad Ilyas Khan, 2017).

Relationship among teachers' length of teaching experience, three domains of self-efficacy (instructional strategies, classroom management, and student engagement),

teachers' characteristics (gender and teaching level), two types of job stress (workload and classroom stress), and job satisfaction showed nonlinear relationships increase from early career to mid-career and then falling afterward (Robert M. Klassen and Ming Ming Chiu, 2010).

2. Evidence of an association between length of experience and teachers' professionalism

Teachers' professionalism, encompassing their knowledge, skills, attitudes, and behaviors, is crucial for effective teaching and student success. The association between teachers' length of experience and their professionalism has been a topic of interest in educational research. This literature review aims to examine the existing evidence and shed light on the relationship between the length of teaching experience and teachers' professionalism.

Numerous studies have investigated the impact of teaching experience on various dimensions of teachers' professionalism. One area of focus has been the development of pedagogical knowledge and skills. Research suggests that experienced teachers tend to possess a deeper understanding of content, more advanced pedagogical strategies, and a repertoire of instructional techniques that they have refined over time. For example, a study Jan Van Daniel found that teachers with longer experience demonstrated greater content knowledge and were more adept at adapting instruction to meet the needs of diverse learners. These findings suggest a positive association between the length of teaching experience and the development of pedagogical expertise. (Daniel, 2021)

Furthermore, teaching experience has also been linked to the cultivation of positive attitudes and professional behaviors among teachers. Experienced teachers often exhibit higher levels of self-efficacy, confidence, and commitment to their profession. They are more likely to engage in reflective practices, collaborate with colleagues, and seek ongoing professional development opportunities. A study by Xin Ma and Robert B. MacMillan found that teachers with longer experience reported greater job satisfaction and a stronger sense of professional identity. (Ma & MacMillan, 1999) This evidence suggests that length of experience is associated with the development of positive attitudes and professional behaviors among teachers.

However, it is important to note that the relationship between teaching experience and teachers' professionalism is not solely determined by the number of years in the classroom. The quality of experience, including the opportunities for professional growth and support, as well as the teacher's motivation and engagement, also play significant roles. Additionally,

while experience can contribute to professionalism, it does not guarantee it. Novice teachers who receive effective mentoring and support may exhibit high levels of professionalism early in their careers.

In conclusion, the literature provides evidence of a positive association between the length of teaching experience and teachers' professionalism. Experienced teachers tend to demonstrate greater pedagogical knowledge, skills, positive attitudes, and professional behaviors. However, the relationship is influenced by factors such as the quality of experience and support received. Future research should explore the specific mechanisms through which teaching experience enhances professionalism and identify strategies to support the professional growth of teachers at all stages of their careers. Such knowledge can inform policies and practices aimed at cultivating and sustaining high levels of professionalism among teachers, ultimately benefiting student learning outcomes.

C. The Concept of Gender

1. The Definition of Gender

Defining gender is complex. In Indonesia the term gender often misconception with only the division and classification based on sex. Fundamentally, there is major distinction between gender and sex. Sex refers to biological physical differences which created by God naturally, unchangeable, and immortally. While gender is a non-essential category which instead is repeatedly performed based on societal norms.(Morgenroth & Ryan, 2018)

The division of gender is 'culturally and historically specific, internally contradictory, and enable to change because it is the result of social agreement and not supernaturally (Hegarty, P., Ansara, Y. G., & Barker, M. J. Nonbinary, 2018) . The concept of gender can be diver among communities based on their social rules.

In general, gender defined as the difference role, status, function, and responsibility between male and female. That concept of gender brought from generation to generation through the process of socialization. However, in a patriarchal culture define the biological differences as indicators to behave. The system regulates specific gender's participations, responsibility, duties, access, and control.

Moreover, quoted from APA. American Psychological Association dictionary of psychology (2nd ed.). (2015) operationalizing gender can be helpful to consider several main facets or aspects. These facets provide a framework for understanding and measuring gender-related variables. Some main facets of operationalizing gender are: (a) physiological/ bodily aspects (sex); (b) gender identity or self-defined gender; (c) legal

gender; and (d) social gender in terms of norm-related behaviors and gender expressions. These aspects may change over a lifetime, due to external impact, such as from society (Reisner, S. L., Conron, K. J., Baker, K., Herman, J. L., Lombardi, E., Greytak, E. A., 2015).

2. The Influence of Female Domestic Work on Professionalism

The intersection between female domestic work and professionalism has long been a topic of interest in the field of gender studies and social sciences. This literature review aims to explore the relationship between the domestic burden borne by women and its impact on their pursuit of professional careers. The review synthesizes existing research to shed light on how domestic responsibilities influence women's career choices, opportunities for advancement, work-life balance, and overall professional outcomes.

The literature highlights that traditional gender roles assign women the primary responsibility for domestic work, including childcare, household chores, and caregiving for family members. Such roles have a direct impact on women's ability to focus on their professional ambitions, often leading to time constraints and limited energy for career development. (Arlie Russell Hochschild, 1989) Women may face challenges in maintaining a healthy work-life balance due to the heavy domestic workload. (Williams, Joan C., 2014) Career Choices and Opportunities: Research indicates that the domestic burden can influence women's career choices, leading them to opt for careers perceived as more "flexible" or "family-friendly" to accommodate their domestic responsibilities. (Parcel, 2006) This tendency may result in the underrepresentation of women in demanding and high-powered professions, contributing to the gender gap in leadership positions (Eagly & Carli, 2007).

Career Progression and Work Interruptions: The literature emphasizes that female domestic work often results in career interruptions, such as maternity leaves and caregiving responsibilities for sick family members. These interruptions can impede career progression and limit opportunities for promotion and professional development (Budig & England, 2001). Consequently, women may face challenges in regaining their professional footing after extended periods of leave.

Work-Life Balance and Job Satisfaction: Several studies demonstrate that the unequal distribution of domestic responsibilities can lead to work-life conflicts for women, affecting their job satisfaction and overall well-being (Shockley et al., 2017). A lack of support for work-life balance can lead to increased stress and reduced commitment to the workplace (Kossek & Lambert, 2005).

Salary Disparities: The literature also highlights how domestic responsibilities contribute to the gender pay gap. Women may experience lower earnings than their male counterparts due to time taken away from work for caregiving responsibilities, resulting in reduced work experience and opportunities for career advancement (Budig, 2018).

Workplace Discrimination and Bias: Studies indicate that unconscious biases and stereotypes about women's commitment to their careers due to domestic responsibilities can lead to workplace discrimination (Moss-Racusin et al., 2014). These biases may impact hiring decisions, promotion opportunities, and the allocation of challenging projects.

The literature review provides compelling evidence that the influence of female domestic work on professionalism is a significant issue affecting women's career trajectories and overall professional outcomes. The unequal distribution of domestic responsibilities often impedes women's access to opportunities, career progression, and work-life balance. Addressing this issue requires comprehensive efforts, including promoting gender equality in the workplace, implementing family-friendly policies, and challenging traditional gender norms to foster a more inclusive and supportive professional environment for women.

D. Junior High School

Secondary education in Indonesia starts with *Sekolah Menengah Pertama* (SMP), or called Junior High School. Junior High School is formal basic education for students who reached the age of 12 or 13 after they finished elementary school. Students can complete this study level within three years, ranging from grade 7 to grade 9. Junior high school graduates are able to continue their study to senior high school (SMA) or vocational high school (SMK).

Secondary school in Indonesia is managed by Dinas Pendidikan (Diknas) and Kementrian Agama (Kemenag). Diknas supervise the public junior high school educational system while Kemenag supervise Islamic Junior High School (MTs). Basically the difference of learning system in SMP and MTs is not significant. However, students of MTs are given more Islamic lessons such as Fiqh, Quran Hadits, Arabic, and Islamic History.

E. Previous Study

There are some previous study related to teachers' professionalism that the researcher use to support this study. The first study is conducted by Syahraini, Choirul, Eva, and Desi (2021) entitled "Professional Madrasah Teachers in Teaching: The Influence of Gender and the Length of Certification of Madrasah Teachers". The result of the study were, (1) There was no significant difference in the accuracy of professional madrasah teacher development between

teachers with less than 5 years of certification and teachers with 5–10 years of certification, whereas teachers with more than 10 years of certification had better performance both for public and madrasah schools. (2) Regardless of the gender of the madrasah teacher, teachers who graduated in her 10 years from her 5th year earned higher qualifications than professional teachers than teachers who graduated in less than 5 years. This includes madrasah teachers who have graduated in 5 to 10 years. (3) In general, the training of a professional madrasah teacher with more than 10 years of certification in these skills is higher than the training of a professional madrasah teacher with 5 to 10 years of certification, which is more pronounced than in humans. for women. The difference is also greater in public madrasah aliyah compared to private madrasah Aliyah, probably due to the higher proportion of men in the previous levels. (4) In the field of public Madrasah Aliyah, the ranking of teachers with less than 5 years of qualification does not differ significantly by gender, as does the ranking of teachers with 5 to 10 years of qualification at all three levels is true. Year. It is clear that in both madrasahs, on average, her 10 more years qualified teachers are systematically more represented than women, and since this difference is statistically clear, the madrasahs It can be concluded that gender discrimination of teachers is relevant. important.(Tambak et al., 2021)

The second study is conducted by Ruzanna and Carol (2020), found that (1) Full-time teachers had significantly higher overall work engagement than substitute teachers, higher social engagement with colleagues and with students, and higher job satisfaction, (2) male teachers' scores on cognitive engagement, social engagement with students, and total engagement are significantly lower than those of female teachers. (3) female full-time teachers were more socially engaged with students than female substitute teachers.(Topchyan & Woehler, 2021)

The third study is come from a study conducted by Muhammad Alamsya, Syarwani Ahmad, dan Helmi Harris (2020), this study found that teachers' academic qualifications and teaching experience have a significant effect on the professionalism of teachers at the 210 Palembang State Elementary School. The teacher as the executor of education are required to further improve their academic qualifications and teaching experience. It is because basically students' success in learning is certainly inseparable from the role and competence of the teacher in teaching, guiding and nurturing the students.(Alamsyah et al., 2020)

The fourth study entitled "Effects on Teachers' Self-Efficacy and Job Satisfaction: Teacher Gender, Years of Experience, and Job Stress" written by Robert M. Klassen and Ming Chiu (2010). This study found that female teachers had greater workload stress and lower classroom

management self-efficacy, and teachers with greater classroom management self-efficacy or greater instructional strategies self-efficacy had greater job satisfaction. (Klassen & Chiu, 2010)

The fifth previous study is conducted by Sabha Qodhi et al., (2020), with the title “The Impact of a Teacher Preparation Programs on Professional Teaching Competencies – Female Novice Teachers’ Perspectives”. The result of this study found that teachers’ professional teaching competencies is strongly affected by teachers’ professional training through a preparation program. This study identified some of the specific challenges future teachers face and showed that addressing these challenges is critically necessary to sustain their competencies. This study contributes to the literature by investigating prospective teachers’ perspectives on their teaching competence supported by teacher preparation programs. (Qadhi et al., 2020)

The difference between this study and the previous studies are, (1) the participant of the study is specified for the junior high school teachers in Kediri joined MGMP. The researcher choose MGMP Guru SMP Kota Kediri because this is a professional organization where the teachers with the same subject teaching are gathered in a forum to gather, communicate, learn, discuss, and exchange ideas to develop their teaching professionalism. This organization also become an important part in equalize the ability of teachers in their fields to support equity in increasing teaching and learning activities. (2) This study specified to find out the causal impact on gender and teaching toward teachers’ professionalism from both Islamic and public junior high school teachers who join MGMP guru Bahasa Inggris Kota Kediri.