

Teacher Career Development Teacher Protection and Reward

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ABSTRACT

Teachers are the main pillars in shaping the future of society and the younger generation. This paper describes three important aspects in the context of education: career development, protection and respect for teachers. Teacher career development is a key tool in improving teacher competencies. Teachers must have access to training and resources that allow them to keep up with modern education. Teacher protection is essential in covering physical, mental and social aspects. Teachers should work in a safe and supportive environment. Rewarding teachers plays a big role in increasing motivation and dedication for teachers. Rewards can be in the form of salary increases, public recognition, or respect for the teaching profession. The method used was to review several articles and journals related to teacher career development, protection and reward. Therefore, the quality of education can be improved with the quality of teachers who meet the standardization and create a more educated and inspired generation.

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INTRODUCTION

Teacher career development, protection and reward are crucial to understanding why these aspects are of major concern in the field of education. The concept of teacher career development emerged in response to dynamic changes in education and technological developments. Education is always changing. To remain relevant in teaching, teachers must continue to learn due to advances in educational research, technological advances, and changing student needs. Teachers often face many issues in the classroom, such as different learning styles for students, incorporating students with special needs, and the use of technology in learning. To handle these challenges,

teachers must develop new abilities. One way to improve the overall quality of education is to develop teachers' careers. Teachers who continue to develop can provide more effective teaching and impact on student learning outcomes.

Teacher protection is an effort to safeguard the rights and welfare of teachers as they carry out their educational responsibilities. In the course of their work, teachers may face various hazards, such as mental stress, verbal, physical harassment or threats, as well as health risks due to exposure to student illnesses or the school environment. Teacher protection also includes preserving and promoting the dignity of the teaching profession this includes protecting teachers from attacks or unreasonable accusations that could damage their reputation.

Teacher rewards are a way to recognize and value the important role teachers play in education and community development. To achieve sustainable social and economic development, good education is essential. Recognizing the important role teachers play in achieving this goal is a way to reward teachers. Rewards such as public recognition, performance bonuses or promotions can keep teachers innovating and performing at a high level in their work.

Thus, we can understand how important the career development of teachers, the protection of their rights and welfare, and their role in building a better future for the younger generation are.

METHODS

The method used was to review several articles and journals related to teacher career development, protection and reward. Based on the journal of economics and education in 2007 written by Mustofa with the title "Efforts to Develop Teacher Professionalism in Indonesia", that the role of the government in efforts to improve teacher professionalism is very influential, where their efforts to improve qualifications and requirements for higher education levels for teaching staff from school to college level. Other efforts such as developing the teaching profession as a strong and respected profession so that Law No. 14 of 2005 concerning Teachers and Lecturers emerged which sought to develop the teaching profession through legal protection. the government also carried out certification programs, the formation of PKG (Teacher Activity Centers, and KKG (Teacher Working Groups). This is done because many teachers are not qualified and deliver the wrong material so that they are not or less able to present and organize a truly quality education (Dahrin, 2000). There are also several factors that cause the quality of teachers to be inadequate, such as some teachers who do not pursue their profession fully, lack of teacher motivation, salaries that do not match teaching hours, and even educational bureaucratic factors that do not support the creation of an atmosphere conducive to the development of the teaching profession. Therefore, the government seeks programs that support the improvement of the quality and professionalism of teachers and improve their

welfare by providing protection and teacher allowances, so that teachers are motivated by themselves so that the quality of education can be better.

In this paper, the author describes the factors and causes of the low quality and professionalism of teachers and the government's efforts to deal with this. The author also explains how to develop teacher professionalism and how to be professional and innovative as a teacher.

The weakness of this paper is that the author does not explain that rewards for teachers are also very important to improve the quality and professionalism of teachers. There is also no discussion of the Reward and Punishment system, which can be an evaluation for teachers, so that teachers can be encouraged and motivated to further improve their competence.

1. FINDINGS AND DISCUSSION

A. Teacher Career Development

Teachers are the main pillars in shaping the future of society and the younger generation. The main role of teachers is as educators by carrying out their duties to educate, teach, guide, and direct students to education. Literally, career development involves making decisions and committing oneself to achieving career goals that refer to the process of developing values, skills and talents, interests, personality characteristics, and knowledge.¹

Teacher career development is an important process in improving teacher competencies, both in terms of skills and knowledge. The aim is to improve the effectiveness and quality of learning and teaching in schools and to assess teachers' professionalism and abilities.

a) Forms of Career Development

Teacher career development includes various forms of efforts to improve qualifications, competencies, and experience. Here are some forms of teacher career development:

1. Continuing Education

That is, teachers participate in continuing further education studies such as undergraduate or postgraduate studies in certain fields of education, both at home and abroad. This is an effective way to improve teachers' knowledge and

¹ tumpal, "CAREER DEVELOPMENT FOR GOLDEN INDONESIA."

qualifications. For example, an undergraduate teacher decides to pursue a master's or doctoral degree in a particular field to improve his or her competence.

2. workshop

A workshop is a form of training or activity in which teachers are actively involved in discussions, exercises, and practical activities to hone their abilities and skills. The aim is to give teachers hands-on experience that will benefit their competence and career development. For example, some teachers attend a workshop on using project-based teaching where they will actively design and present a project that can be used in their classroom.

3. Online courses or distance learning

With the development of technology, we can access various things without having to struggle. The internet makes our work easier, especially in the field of education. A teacher can gain new knowledge to improve their competence with online courses for those who may live in remote areas. For example, teachers take online courses in various subjects such as coursera, edX, or Khan Academy.

4. Seminars and conferences

Seminars and conferences are activities that provide opportunities for teachers to interact with each other scientifically and discuss current issues to improve the quality of education. For example, teachers attend national or international education conferences on education-related issues, learning about the latest trends and practices in education.

5. Participation in research projects

In developing competencies, it is also good to participate in research projects. Research can be classroom action, experimental or other types of research. For example, teachers participate in educational research, where they collect data on certain teaching methods and publish them in educational journals.

b) Teacher Professional Development

Professional teachers are teachers who can develop their competence for the teaching and learning process for the purpose of learning. Professional teachers must be able to carry out their professional duties which have multiple roles, such as the role of teachers in the teaching and learning process, the role of teachers as mentors, the role of teachers as classroom managers, facilitators, mediators,

inspirers, informers, motivators, correctors, initiators, evaluators, supervisors, and culminators.²

Teacher professional development is a process that aims to improve teachers' skills, abilities and performance in their work and requires commitment and dedication. This is important because the role of teachers is crucial to determining the future of students and the quality of the education system as a whole. Some key aspects of teacher professional development are:

1. The application of creative learning technologies, where a teacher develops his or her skills by using technology. For example, an art teacher develops his skills by using design software on students for digital art learning.
2. Soft skills development. Teachers do not only focus on teaching skills, but social and emotional skills are also needed such as good communication, leadership, and adaptability. For example, a bk teacher or homeroom teacher takes a special course on effective communication in order to improve communication skills, both with students and the school community.
3. Mentoring. Mentoring by experienced teachers also helps younger teachers in their professional development. For example, teachers who have just joined are mentored by experienced teachers. Mentoring can be in the form of advice, support or guidance.

c) The Government's Role in Improving Teacher Professionalism

The government's role in improving teacher professionalism is very important because teachers are the main key in achieving quality education goals.

1. Development of training programs

The government can create and support a comprehensive teacher training program that includes initial training before becoming a professional teacher and ongoing training throughout a career. The program should cover teaching skills, the use of educational technology and understanding the relevant curriculum. For example, as we prepare or design materials in accordance with the curriculum that will be planned for the future such as RPS and delivery of lecture contracts.

2. Professionalism Standards

² siti fathiya rosyida, "Teacher Professional Development in Understanding the Character of Elementary School Students."

The government can set clear professional standards for teachers, including the necessary educational qualifications and certification, to ensure that only those who meet the set requirements can work as teachers. An example of one such standard in Indonesia is the standard of academic qualifications and teacher competencies (SKAKG), where to meet the standard teachers must have a bachelor's degree or teaching certificate in the field taught and teachers must have academic and professional competencies for the purposes of carrying out their duties.

3. Increasing teacher salaries and welfare

An important factor in enabling teachers to improve their qualifications is to equalize the number of hours worked with teacher salaries. The government should ensure that teachers' salaries represent their important role in society. Talented individuals may choose to work as teachers because of competitive salaries. For example, teachers receive special allowances based on their qualifications, experience or level of education. This encourages teachers to continue developing themselves.

4. Support and Resources

The government should ensure that educators have access to the resources and assistance needed to succeed in their jobs. These resources include quality textbooks and teaching materials, adequate facilities, and counseling assistance.

B. Teacher Protection and Reward

a) Definition of Teacher Reward and Punishment

1. Reward

Rewards are positive actions or inducements given to teachers in recognition of their achievements, good performance, or positive contributions to education. The purpose of rewards is to encourage and motivate teachers to continuously improve their teaching quality and perform at a high level. Examples of teacher rewards are salary increases, performance bonuses, promotions to higher positions, and public recognition awards.

2. Punishment

Punishment is an action or sanction given to educators in response to inappropriate behavior, poor performance, or violation of professional ethics. The goal is to provide negative consequences to teachers who do not meet established standards. Examples of punishment to teachers include salary reduction,

dismissal, transfer of teacher positions, and even reprimands from higher authorities.

b) Forms of Protection and Reward

Teacher protection and rewards are important steps to ensure that teachers feel valued and protected in carrying out their duties as educators to support quality education. Here are some forms of teacher protection and rewards:

1. Teacher protection

1) Legal protection

Law No. 14/2005 on Teachers and Lecturers in general is essentially a guarantee and protection for teachers and lecturers in carrying out their profession. One of the rights of teachers is the right to be protected in carrying out their duties and intellectual property rights.

2) Health and accident insurance

Schools or institutions are obliged to provide teachers with comprehensive health insurance and accident insurance that protects them while they are in educational institutions.

3) Protection against unfair dismissal

Schools or institutions must create fair and transparent procedures to resolve problems or conflicts between teachers and their educational institutions so that teachers are not easily dismissed arbitrarily.

4) Protection of intellectual property rights

Ensure that teachers' intellectual work, including course materials or research, is protected by law and that teachers have full rights to the work. Such as plagiarization of a teacher's course materials or research.

2. Teacher rewards

As professionals, teachers have the same right to receive awards. Awards are given to outstanding teachers who show outstanding achievement, extraordinary dedication, and/or work in a particular field.

1) Public awards

Hold an award ceremony every year or recognize the best teachers in various categories in front of students, parents, and the community.

2) Career promotion

providing opportunities for advancement in teachers' careers in recognition of their dedication and abilities, such as becoming principals, supervisors, or education specialists.

3) Certificates of appreciation

award certificates to educators who achieve special achievements in learning, such as good student test results or innovations in learning approaches.

c) Importance of Protection and Reward

Protecting and rewarding teachers is very important because teachers play a major role in shaping the future of the younger generation and the development of society as a whole. With protection, a teacher can work and express his or her work safely and comfortably without any pressure from any party. Also, with rewards, a teacher can be appreciated for his or her work and improve the function of the teacher. Therefore, by ensuring the protection and reward of teachers, we can be sure that quality education remains a priority, and that teachers have the motivation and support to achieve better goals in teaching and learning.

2. Case Example and Analysis

one of the case examples with the title "career development support for teachers in Indonesia is very weak and makes ASN status only a "comfort zone"". The majority of teachers in Indonesia aspire to become ASN because it provides a "sense of security" due to the government's financial guarantee. During ASN recruitment, many teachers are willing to sacrifice to become honorary teachers with low salaries and repeatedly participate in the selection because they do not pass the selection in the hope that one day they can enjoy this honor. Research from SMERU shows that ASN teacher recruitment in Indonesia has not been able to attract qualified teacher candidates because the selection ignores mastery of teacher competencies. In addition, ASN status also turns out to be a "comfort zone" for teachers because there is little room for capacity building. One of the young teachers said, "My morale has been up and down because I have been in a comfort zone for the past year. Having the status of CPNS suddenly became a heavy burden [...] I am worried that I will become

a teacher who is paid by the government, but does not work and serve optimally."

Some of the causes of these cases include:

1. Young ASN teachers Not adequately trained, left to fend for themselves.

All young ASN teachers in our study, for example, were graduates of the Pre-Service Teacher Professional Education (PPG) Program. The PPG program is intended to equip novice teachers with the four teacher competencies (scientific, pedagogical or teaching, personality, and social). Unfortunately, young teachers feel that the PPG program is inadequate and different from the reality in the classroom, so they feel incompetent and lack confidence when teaching. In this case, the school should be able to provide mentoring to young teachers, especially those who have just joined, by experienced teachers so that they can adjust to the environment and teaching conditions.

2. Lack of development platforms.

Throughout their careers, teachers should also have a platform to discuss teaching issues with fellow teachers to respond to the challenges that arise in the classroom. However, our respondents, especially ASN teachers in public schools, do not have this opportunity. They have to take their own initiative to discuss with senior teachers or principals. In this regard, young teachers can attend seminars or workshops where they can interact with other teachers who are more competent and can discuss more broadly about teaching issues in the classroom and add to their experience.

3. The teacher career path system is unclear.

The evolution of ASN teachers' careers is regulated in Permen PAN RB Number 16 of 2009. Promotion is obtained through credit points via four ways - education, learning or guidance, continuing professional development, and supporting teacher duties. In reality, teacher promotion in Indonesia is mostly based on length of tenure. This was recognized by our study respondents. Unfortunately, in Indonesia there is no national policy that differentiates teachers' salaries based on their performance. Teachers with good performance get the same pay as low-performing teachers. Therefore, the government is obliged to create a rule or system that can accommodate and supervise good-performing and poor-performing teachers.

4. Improve teacher career development to attract quality candidates.

Weak teacher capacity development policies create an unfavorable environment for young teachers to develop their careers. In fact, many young teachers enter the profession because of their passion for teaching, not just because of the lure of incentives as ASN teachers. However, they receive less of a "welcome" at the start of their careers, exacerbated by the ASN teacher career structure which is not quality-oriented. In this regard, teacher competency standards should be reformulated more clearly as a basis for designing the career structure of teachers and developing their professional capacity. By doing so, the Indonesian education system can attract qualified teacher candidates and develop competent teachers.

Despite all that, teachers still carry out their duties as educators. Those who truly have the soul and passion in teaching will continue to improve their competence for the sake of their students who can later encourage better quality education for a bright future.

CONCLUSION

Teachers are the main pillars in shaping the future of society and the younger generation, so it is necessary for the government to improve and focus on implementing three aspects of education in the form of teacher career development, teacher protection and appreciation. Because a high quality society and generation starts with teachers who are qualified and competent in their respective fields.

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