Outstanding Teacher Model Assistance: Effective Steps to be Competitive Human Resources

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Abstract

The research aims to find out how the mentoring model of teacher achievement programs in elementary schools is before participating in the teacher achievement program competition. Using a multi-site approach with research respondents consisting of teachers, principals, supervisors, chairpersons of Teacher Working Groups (KKG), and elements of the education service in the provinces that won outstanding teacher championships in 2017 and 2018 consisting of seven schools and spread over Special Region regions The capital cities are Jakarta, Banten, Central Java, West Java, and Bali. Data collection is done through interviews, observations, documentation, and discussion group forums. Data analysis techniques using data reduction, data presentation, and verification. The results of the study stated that the teacher, as a participant in the selection program for outstanding teachers, needed assistance from education stakeholders as a facilitator in providing the knowledge and experience they needed to have. The model of mentoring for exceptional teachers will be able to make all teachers in Indonesia professional, competitive, and ready to compete in the era of the industrial revolution 5.0.

Keywords: Model, Elementary School Teachers, Teacher Achievement

1. Introduction

Education is the right of every citizen to get it [1], which was created for students and helps them and others get a safe place and be able to interact well. Quality education by the concept of the UNICEF meeting at the International Working Group on Education Florence Italy states that: *"quality education is learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities; environments that are healthy, safe, protective and gender-sensitive and provide adequate resources and facilities* [2].

The statement states that education is a complex and integrated system in political, cultural, and economic contexts. The development of quality education in Indonesia begins with the stipulation of budget education that covers 20% of the total annual state budget. But education disparities still occur so that the increase in qualified and accomplished teachers is one of the main targets besides accessibility and dissemination. Qualified teachers are those who can help students learn and have a deep mastery of knowledge. Trained teachers will have a very significant influence on the quality of students.

For the sake of the quality of teachers who must always be improved, Indonesia regularly conducts a selection of outstanding teachers through the selection program for outstanding teachers. This is intended to achieve an increase in the quality of education. The choice of excellent teachers will spur them to love their profession as teachers who will impact on improving the quality of teaching and graduates and be able to compete with developed countries in the world. Qualified and accomplished teachers will be able to inspire their students to excel too. Teachers who excel not only teach the material they teach, but they also show how students get along and understand their environment for success.

The imbalance of the number of teachers who have performed with teachers who are on a mediocre scale, makes Indonesia need to create a model of assisting the development of outstanding teacher programs as a container in the initiation of ongoing professionalism of teachers who understand that teachers perform because they have a high achievement spirit and

behavior winner *(winning attitude), not because* of the selection process carried out by the government.

This research was conducted to continue Rebecca's research, which states that: *"While mentoring programs have proven to be successful in reducing instruction and improving teaching abilities in beginning teachers, there remains a lack of research delineating the key components of effective mentoring programs in primary education"*[3]. Rebecca stated that the mentoring program succeeded in reducing attrition and improved the teaching ability of elementary school teachers but lacked aspects of crucial components, so this research was conducted to provide mentoring for teachers who were in the nomination category for achievement but lacked the competency to excel by providing a conceptual model of mentoring programs for outstanding teachers to provide a new formula for excellent teacher candidates in Indonesia. The research aims to get a model of mentoring programs for exceptional teachers in elementary schools, which will then be disseminated to teachers in Indonesia.

2. Methods
2.1 Research Design
This study uses a qualitative approach with a multi-site method that is used to determine the model of mentoring programs for outstanding teachers in elementary schools in Indonesia

2.2 Participants
Participants in this study consisted of outstanding teachers at the national level in 2017 and 2018, principals, supervisors, heads of teacher working groups (KKG), and elements of the district or municipal education offices in the regions of West Java, Banten, Central Java, Special Districts for Mothers City of Jakarta, and Bali. The complete data of participants are as in table 1.

Table 1 Participants Information

No	Participants	The Province	Country	Institusi Name
1	X	West Java	Bandung	SDN 023 Pajagalan
2	Y			
3	X	DKI Jakarta	Jakarta	SDN 03 Menteng
4	Y			
5	X	Banten	Tangerang	SDN Sukasari 5
6	Y			
7	X	Central Java	Salatiga	SDN Dukuh 3
8	Y			
9	Z			
10	M			
11	X	DKI Jakarta	Pondok Labu	SDN Al-Izhar
12	X	West Java	Bekasi	SDN Al-Irsyad Al-Islamiyyah
13	Y			
14	X	Bali	Dauh Puri	SDN 12 Dauh Puri
15	Y			
16	Z			
17	M			

Information:
X = Teacher achievement
Y = Principal
Z = Supervisor
M = Element of Education Office

2.3 Data Collection and Data Analysis
The collection is done through interviews, observations, documentation, and discussion

group forums. While the data analysis technique uses data reduction, data presentation, and verification, according to the Miles and Huberman model [4]. While data validity was carried out through credibility, transferability, dependability, and accuracy [4].

3. Result

Primary School Teacher achievers are teachers who have pedagogical, personal, social, and professional competencies who can meet national education standards, have performance that exceeds other teachers, have a noble character, and become role models for students, fellow teachers, and the community. The Government of Indonesia provides a selection program for outstanding teachers in the hope of having outstanding teachers at the education unit level, district or municipality, provincial and national level so that it can improve the quality of teachers to achieve national education goals and provide awards and recognition for outstanding teachers.

Requirements for the selection of elementary school teacher achievers are starting from the education unit level up to the national level consist of academic requirements, administrative requirements, and special requirements. While aspects of the assessment consist of: (1) portfolio with a value of 20%, (2) assessment of teacher performance and learning videos with a value of 10%, (3) written test with a value of 20%, (4) scientific papers with a weight value of 20%, (5) presentation of articles of scientific papers with a weight value of 20%, (6) exemplary with a weight of value of 10%.

The procedure for evaluating elementary school teachers of national achievement in 2018 is started from the assessment of portfolio documents, assessment of teacher performance and learning videos as well as scientific papers, then the assessment is carried out with a questionnaire about the example and noble character sent by participants to the selection committee, in this case, is the Directorate General of Teachers and Education Personnel Directorate of Teacher Training in Basic Education, Ministry of Education and Culture of the Republic of Indonesia. Participants in the selection of elementary school achievers at the national level in 2018 are required to take written tests covering professional competence, personal competence, and educational insight. The next step is to evaluate the presentation of the article or best practice and question and answer covering aspects of presentation, subject matter, attitude in presentation, and article content. Acquisition values for each stage are recapped and calculated based on the weight that has been set. Furthermore, the ranking of participants is based on the results of the assessment. The final grade is the sum of the multiplications between weights and values obtained for each aspect.
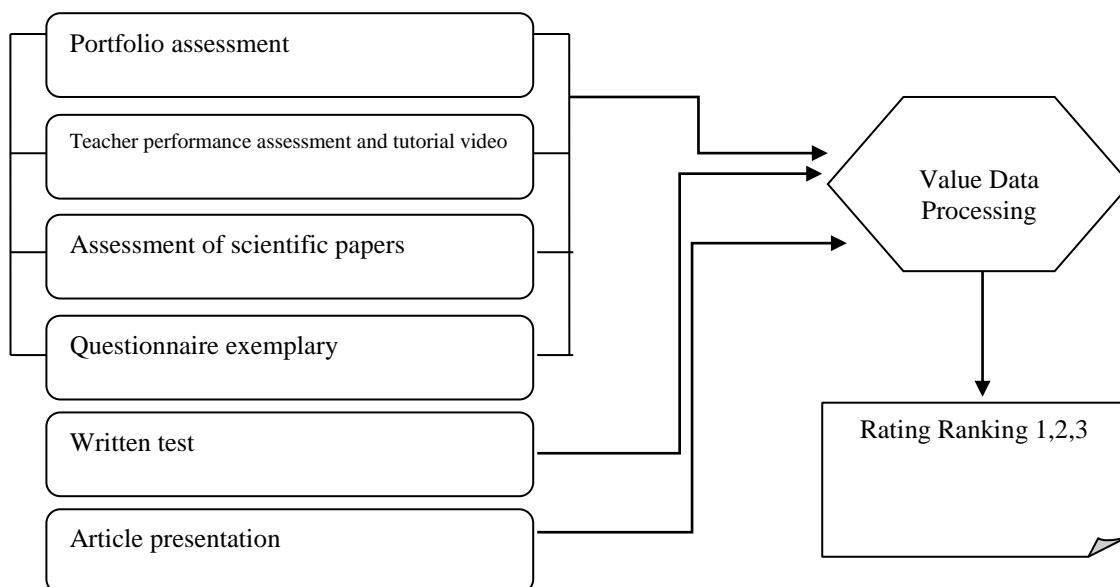

Figure 1. Primary School Teacher Performance Evaluation Procedure

Meanwhile, the data in the field stated that teachers, as participants in the selection of programs, felt it was essential to assist in implementing and participating in the activities of outstanding teaching programs. The assistance program will provide Coaching, mentoring, motivation, support, and support from education stakeholders and increase the knowledge and experience of participants so that it will make it easier for teachers to compete at the national level. The provision of mentoring programs for achievement elementary school teachers will also have an impact on the number of prospective Indonesian human resources who will be ready to compete at the international level. Thus, Indonesia will have many multi-talented teachers who have an impact on the many achievements of students and graduates as a form of a sound education system.

The accompanying material that will be provided by educational stakeholders is related to six aspects of the assessment of high achieving teacher programs, namely:

1. Portfolios; the assessment indicators consist of: (1) training and resource persons in scientific forums, (2) planning and implementing learning, (3) assessments from superiors and supervisors (based on the principal/supervisor's assessment), (4) academic achievement, (5) professional development works, (6) management of professional organizations.
2. Teacher Performance Assessment and Learning Videos; with indicators: (1) introduction, (2) core activities, (3) evaluation, (4) closing.
3. Written Tests; with indicators: 91) professional competence, (2) academic competence, (3) personality competence, (4) social competence, (5) educational insight
4. Scientific Writing; with indicators: (1) completeness of the elements of writing scientific papers, (2) characteristics of written works, (3) linguistics.
5. Presentation of Scientific Papers; with indicators: (1) presentation, subject matter, (3) attitude in presentation, (4) paper
6. Exemplary; with indicators: (1) personality values of students, (2) values personality from peers, (3) personality values from superiors/principals.

Through interviews, documentary studies, observation, and group discussion forum that has been done, the research produced a model primary school teacher mentoring programs perform as Figure 1.
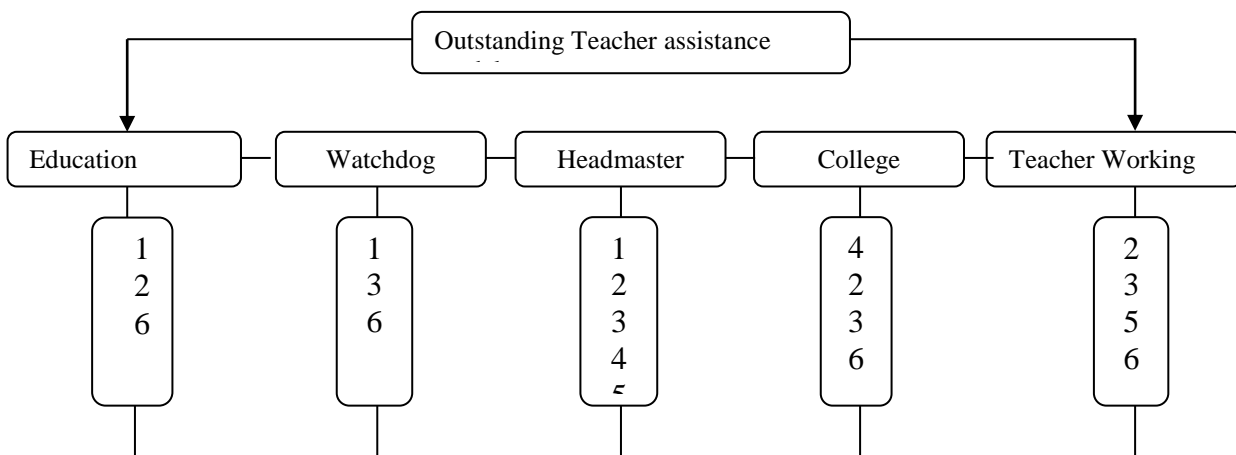

Figure 2. Model Primary School Teacher Mentoring Program Outstanding

Facts:
1. Assistance portfolios
2. Mentoring Performance Assessment Teachers and Learning Videos
3. Assistance on Written Tests
4. Assistance of Scientific Papers
5. Assistance on Presentation of Scientific Papers
6. Modeling Assistance

Based on the model, the teacher will be assisted in the aspects of achievement assessment of

teacher programs by all educational stakeholders in a continuous manner. The principal is the teacher leader in each education unit. Thus, the role of the principal in providing Coaching becomes crucial. The school principal will directly coach all aspects of teacher assessment. Principals in each education unit will provide opportunities for all teachers to compete to become champions of outstanding teachers. Furthermore, the results of the assessment of the principal will be recommended to be able to take part in the teacher performance competition at the sub-district, district, or municipal, provincial, and national levels. Meanwhile, the education office, supervisors, teacher working groups, and tertiary institutions will collaborate with school principals to assist teachers in starting from the education unit.

4. Discussion

Professional Teachers Development Model is a treatment for teachers to improve their competencies and skills to excel [28], [29], [30], [5]. The development of teacher professionalism has a major impact on the teaching process and teacher behavior in the classroom [31]. Youngs (2001) describes four models of teacher professional development that are *teachers 'networks, the use of consultants and visits, students' assessments, and school improvement plants* [6]. The model provides for strengthening competencies, teacher skills, and impact on community development, continuity, and increasing education in human resources.

Meanwhile, Parsloe defines *Coaching as "a process that enables learning and development to occur and thus performance to improve* [7]. *Mentoring is* defined as "*a process that supports learning and development"* [8]. Thus *coaching* is a process that allows learning and development to improve performance while *mentoring* as a process that supports learning and development activities. Hughes stated that a *mentor* is someone who has knowledge, and skills that are wise, have experience about training and understand well the challenges or obstacles that are in it. *Coach* has a function to improve achievement and performance. *Coach is* involved in professional relationships with other colleagues, supports learning and development, but does not need to be an expert in the field of his colleagues [9].

Assistance is "*Both coaching and mentoring are processes that enable both individual and corporate clients to achieve their full potential"* [10]. This definition confirms that *Coaching* and *mentoring* are processes that allow individuals and institutions to increase their potential to the fullest so that they benefit according to their capacity. *Coaching* and *mentoring are* used at all times to improve teacher motivation and performance. In all cases, feedback from *coaching* and *mentoring* must be specific, factual, and objective [11].

In the context of teacher training, mentoring is expected to help and encourage creating new understanding related to how to teach, obtain new ideas, and understand what is needed to improve learning methods [12]. The mentoring activity referred to in this study is *mentoring,* which is an activity that supports learning. There are four types of activities *mentoring:* 1) *Career guide*, namely mentoring aimed at improving one's development through career guidance, counseling and face-to-face activities, 2)*Information source*, namely providing information related to what is expected by someone both formally and informally, 3) *Friend*, interacting with students socially and providing information about someone, 4) *Intellectual guide*, this type of mentoring seeks to improve a balanced relationship between mentor and the person being mentored, create collaboration in a research project and can provide constructive criticism and feedback [13].

Teacher competence is a combination of personal, scientific, technological, social, and spiritual abilities that formally constitutes the competency standards of the teacher's profession, including mastery of the material, student understanding, teaching-learning, personal development, and professionalism [32], [33], [14], [15]. Teacher competence affects whether or not learning and education goals are achieved in school. Teacher competence is influenced by educational background, teaching experience, and length of teaching [16]. Teacher competence is a picture of the qualitative nature of teacher behavior or education personnel [17], [18]. Teacher competency standards consist of pedagogical competencies, personality competencies, social competencies, and professional competencies [19].

Educational reforms have an impact on the development of teacher competencies, the development of teacher education, and the results of scientific work in education. *"Competencies are defined as"* the set of knowledge, skills, and experience necessary for future, which manifests in activities *"She also underlines that competencies as"* knowledge, skills, attitudes, values, motivations, and beliefs people need to be successful in a job. *"The common understanding related to teachers' competencies is divided into three main areas as field competencies, pedagogical competencies, and cultural competencies. Teachers' professional competencies can be composed of different dimensions other than the three main areas"* [10], [20]. Selvi explained teacher competencies were divided into three fields, namely field competence, pedagogical competence, and cultural competence. While professional competence is made in different dimensions. However, Selvi stated that professional teachers must have *curriculum competency, lifelong learning competency, social, cultural competency, emotional competency, communication competency, ICT competency, environmental competency, field competency, and research competency* [10], [21].

Teacher assessment is a comprehensive development and growth [22]. *The core purpose of teacher assessment and evaluation should be to strengthen the knowledge, skills, dispositions, and classroom practices of professional educators* [23], [8]. The main purpose of teacher assessment and evaluation is to strengthen knowledge, skills, dispositions, and practice in the classroom as professional educators. Another opinion says *"Current policy discourse about teacher evaluation is mired in a rewards-and-punishment framework that too often aims to: 1) measure the effectiveness of each teacher, 2) categorize and rank teachers, 3) reward those at the top, and 4) fire those at the bottom .uch a simplistic approach not only ignores the complexity of teaching but also overlooks the real purpose of teacher assessment and evaluation* [8], [24], [25]. Teacher evaluation is aimed at measuring teacher effectiveness, categorizing, and ranking teachers, giving rewards to those who excel, giving assistance to those who lack competency.

Meanwhile, the role of the principal becomes crucial in the successful implementation of an elementary school teacher's achievement program. The results of the study stated that: In light of the results that have been reached, the researchers recommend the following: Activating the role of school principals by

giving them greater authorities to take measures that enhance the concept of intellectual security [26]. A good collaboration between all education stakeholders will be able to succeed in the mentoring of the achievement program of elementary school teachers [27]. Model mentoring elementary school teacher achievement can be alternative education stakeholders to realize the success of the outstanding teachers in Indonesia so that all the teachers are ready to compete in the era of industrial revolution 5.0

4. Conclusion

The model mentoring program Elementary School teacher achievement that is given to all elementary school teacher before joining the race activities outstanding teachers can help teachers develop the *knowledge* and *experience* to make the learning process in the classroom. Assistance given before the teacher participates in the teacher selection program can become the teacher's basic capital in developing professional, pedagogical, social and personal competencies so that elementary school teachers in Indonesia become professional, competitive and ready to enter the era of the industrial revolution 5.0.

5. Acknowledgments

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