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Outstanding Teachers' Competition: Between Strategies and Challenges

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Abstract—The research is intended to find out the strategies of how outstanding teachers participated in a district, regencies/mayoralities, provincial and national excellent teacher's competition. The study uses multi sites with four respondents consisting of National level outstanding teachers and headmasters from 05 Elementary School Sukasari Tangerang, representing Banten Province and of national level excellent teachers and headmaster from 03 state Elementary School Menteng Jakarta representing Jakarta Province 2018. Data collection techniques were carried out through interviews, observations, and documentation. The result shows that outstanding teachers intrinsically have professional, pedagogic, social, and personality competencies. They also have the fighting spirit to compete at the outstanding teacher's competition as an initial foundation. While the external motivation comes from the headmasters, school supervisors, educational authorities that provide knowledge in meeting the needed criteria and administration requirements. The research also confirms that mutual synergy among related parties and educational stakeholders. Among them are schools, teachers working group, educational authorities, universities, educational quality assurance agency, and Commission X of the Republic of Indonesia Parliament to produce the outstanding teachers in Indonesia.

Keywords—outstanding teachers; competencies; strategy

I. INTRODUCTION

Educational principles within countries are to produce competent graduates having able to compete in the workplace and live in a society. But the competencies themselves develop and changes as the time change. The principal goal of education in the schools should be creating men and women who are capable of doing new things, not merely repeating what other generations have done; men and women who are creative, inventive and discoverers, who can be critical and verify, and not accept, everything they are offered [1]. The educational principles are aimed at developing and changing from the target of producing not only competent graduates but also critical in answering the challenges given to them in a changing society. The graduates must also be able to be inventors, creative in solving the changing challenges in society. The roles of the schools are crucial in producing those

graduates as the educational qualities lie not only from the qualified teachers but also the support from the institutions or school management. Effective schools emphasize the importance of a quality teaching force in improving educational outcomes for students. The effect of teachers on student achievement is well established. Quality teachers are one of the most important school-related factors found to facilitate student learning [2].

Teachers' effects in producing competent graduates are given credit. The most crucial questions are what kind of measurement models which apply to determine the quality of the teachers objectively. The importance of the teacher in producing competent graduates are also confirmed. The performativity agenda is accompanied by an acknowledgment of 'the teacher' as the crucial factor in the drive to raise educational standards [3].

The next question is, what kind of teachers will improve the quality of education? The simple answers shall be the ones who are competent, professional, and high achievers. To determine those qualities shall be focused on the performance appraisal concentrate on them. The teacher's performance appraisal shall be able to see the full potential they have. The performance appraisal will also determine the quality and professionalism of the teachers. It means those with outstanding competencies which can create the creativities and innovation aligned with the students.

The facts not all teachers who have sound competencies, creativities, and professionalism can become high achiever teachers as the competition is very tight. They need institution in supporting the development of them so that their potential can be explored optimally. From those challenges, the researchers come to the hypothesis that having only the competencies will not be sufficient to become high achiever teachers. They need full support from all educational stakeholders to develop the potentials from them. In this paper, the researchers shall focus on the 1) the strategies in producing the high achiever teachers; 2) the coaching model for high achiever teachers in Banten and Jakarta provinces.

Based on the above, it is necessary to develop outstanding teachers as a strategy in facilitating teachers in selecting

excellent teachers both at the sub-district, district or municipal, provincial, and national levels.

II. LITERATURE REVIEW

A. Teachers' Professionalism

Professional teachers are those who love jobs. It means that they are working as a teacher not only to share knowledge or teaching but also how to educate students to get better. "There are three major categories on the definition of professional teachers; (a) the inter-personal, most of the traits mentioned frequently and in strong terms referred to warm student-teacher relations, respect for students and a show of consideration (b) the professional: This was seen in the behaviour of the exemplary teachers in terms of didactic skills and broad subject matter knowledge; and (c) the social-value dimensions ; who transmitted moral values and provided personal examples, especially in tense situations" [4].

Qualified teachers' categories are those able to have a warm welcome and respect their students so that there will be an understanding among them, which finally forced the students to perform the best they can. Professional teachers also have holistic knowledge which relates the knowledge itself with the real-life faced by the students.

Professional teachers are those that advanced professional practice is best described through the notion of 'a teacher with expertise' and that this is preferable to the term 'the expert teacher' [3].



Fig. 1. Professional teachers [3].

Sorensen underlines that professional teachers are those who have: expertise as a journey; reflective practitioner, dialogic practice, focus on the outcome, committed to teaching, believe on the students, and be themselves.

To make them perform the best, the qualified teachers still need to have professional development. "Professional development is understood as representing the growth of teachers in their profession. Villegas-Remers defined it as "a long-term process that includes regular opportunities and experiences planned systematically or unplanned to promote growth and development in the profession" [5].

Professional development as a way to develop the ability and skills shall be supported by planned development from the institution. Teacher professionalism has been a subject of growing interest in recent years because of its emphasis on

developing standards for the teaching profession and on improving the knowledge, skills, and capabilities that teachers need to meet the varying needs of students [6]. Professional teachers are ones that can be left behind as the students change very rapidly. The rapid changing and various needs of society shall influence the needs of the graduates quality and outcomes.

B. Teachers' Competencies

Teachers with high competencies are those who are professional and love the profession. This will make them develop and improve their knowledge, skills, and competencies by attending workshops and seminars. Competent teachers are those who provide inspiring, loving, and enriching teachings. Qualified teachers are those that put students as a part of society.

Competent teachers are those who want to see teaching and training which inspires, excites and enriches learners from all parts of society, provides the skills for a modern economy and contributes to the cohesion and regeneration of local communities" [7].

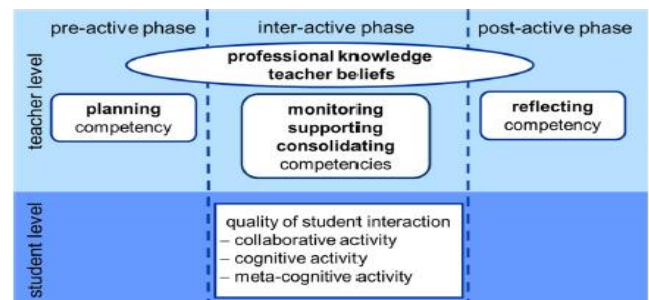


Fig. 2. Teachers competencies [8].

Competent teachers are those who can have three competencies; planning competency, monitoring, supporting, consolidating competencies and reflecting competencies. Planning competency is a part of a pre-active phase that most parts belong to teachers, the second ones belong to teacher's part of having professional knowledge and belief while student's parts; collaboration activity, cognitive activity, and metacognitive activity. While the last is post-active phase belongs to teachers, which lies on the reflecting competency [8].

C. Teachers' Performance Appraisal

Leading students' achievement and provide quality learning experience has long been dreamt by the educational institution. Teachers' expertise and competencies have become the most important variables influencing the graduates' competency.

So the regular teachers' performance appraisal is needed to determine the quality level of teachers. The appraisal shall determine the gaps between the expected quality required by students and society and reality. Teacher appraisal can be a crucial lever for increasing the focus on teaching quality," and an understanding of the various aspects of successful performance appraisal is essential" [9]. While Performance appraisal can be defined as the ongoing process used for

identifying, measuring and developing an individual's performance following an organization's strategic goals [9].

Teacher Performance Appraisal in some countries can guarantee the benefit of educational systems; which included teachers, students, schools, government, and society.

III. METHODOLOGY

The study aimed to determine the strategies and guidance of outstanding teachers. The study used a qualitative multi-site approach. Data collection techniques are carried out through interviews, documentation, and observation. Respondents in this study were principals and teachers who achieved achievements as national level teachers in Banten province and Special Capital City Region in 2018. Data analysis consisted of data reduction, display, and verification [10]. While the validity of the data is done through 4 steps, namely credibility, transferability, dependability, and suitability [10].

IV. RESULTS AND DISCUSSION

A. Results

The teacher's strategies excel in participating in national-level best-performing teacher competitions in Indonesia. The teachers began to prepare all the criteria for evaluating teachers with achievements from the sub-district, district or municipal level, to the provincial level at the national level enthusiastically. Criteria for assessing teacher achievements consist of the first; assessment of portfolio by attaching physical evidence that the teacher had been a resource for training and scientific forums, planning and implementing learning, evaluating from superiors and supervisors, academic achievements, work on professional development and management of professional organizations. Second: learning videos consisting of preliminary aspects, core activities, evaluations, and conclusions. This learning video is a video proof that the teacher has done the learning process as asked in the video. Third; Written tests covering teacher competency tests consist of professional, pedagogic, personality, social, and educational insights. Fourth; scientific papers which are the results of research by teachers with the type of Classroom Action Research or Best Practices. The component of the assessment of scientific papers consists of background and identification of problems, formulation of the problem and objectives of the study, research methods, results and wetting, conclusions, and recommendations. Scientific papers that will be valued are not theses, theses, or dissertations. Fifth; the assessment of the presentation of scientific papers with aspects of evaluation consists of performance, discussion material, attitudes in presentation, and papers. Sixth; exemplary and noble character is assessed through a questionnaire by the principal, five teachers, and ten students from the school where the teacher is in charge.

Prospective teachers get guidance from the principal, who is the highest leader where the teacher is serving. The experience of principals who have participated in teacher competitions has become other information and experiences that can be given to teachers who will take part in the selection of outstanding teachers. Furthermore, supervisors and

education offices in their respective regions provide support to teachers who take part in the achievement teacher competition.

The Quality Assurance Agency (LPMP) is part of providing an understanding of making scientific papers and books according to procedures so that they can be published to the public. Furthermore, the Universities (PT) in their respective regions will provide guidance to prospective teacher candidates about how the rules in writing scientific papers include how to have intellectual property rights from the written work that has been made by the outstanding teacher. The education unit in collaboration with the relevant offices will find universities that will provide input to high-achieving teachers to be able to have the ability and results of work according to the criteria and guidelines of outstanding teachers at the Ministry of Education and Culture of the Republic of Indonesia.

B. Discussion

The results of the study illustrate that teachers should be given guidance by all education stakeholders starting from the school level, cluster at the sub-district level, the education office, the Educational Quality Assurance Agency (LPMP) and Universities as educational unit partners who can contribute to developing teacher potential from various sides according to the criteria of outstanding teachers issued by the Ministry of Education and Culture of the Republic of Indonesia. Coaching "a process that enables learning and development to occur and thus performance to improve [11]. Both coaching and mentoring are processes that enable both individuals and corporate clients to achieve their full potential" [12]. In the context of teacher training, mentoring is expected to be able to help and encourage creating new understandings related to how to teach, obtain new ideas, and understand what is needed to improve learning methods [13]. While mentoring Programs have proven to be successful in reducing attrition and improving teaching abilities in beginning teachers, there remains a lack of research delineating the critical components of effective mentoring Programs in primary education [14]. Professional Teachers Development Model is a treatment for teachers to improve their competencies and skills to achieve. Three TPD concepts: (a) standardized TPD programs, focus on dissemination of specific skills and content, often via a "cascade" or "train-the-trainer" approach. (b) School-centered TPD, focusing on longer-term change processes, usually via locally facilitated activities that build on-site communities, (c) Individual or self-directed TPD, focus on individualized, self-guided TPD with little formal structure or support [15]. The development of teacher professionalism has a significant impact on the teaching process and teacher behaviour in the classroom. Youngs describes 4 models of teacher professional development, namely teachers' networks, the use of consultants and inter-visitations, students' assessment, and school improvement plants [16]. The model reinforces competence, teacher skills, and impacts on community development, continuity and increasing education human resources. The career development of educators is useful to improve employee performance through increasing their abilities and knowledge by participating in training or education [17]. Besides, the House of Representatives (DPR) also provides a significant

role in determining the teacher development budget for achievement in each region.

At the school stage, the principal becomes the leader in guiding all the criteria for outstanding teachers. Furthermore, the Teacher Working Group (KKG) is the leading group that will become the father of prospective teachers who excel in mastering the various competencies that must be possessed. Guidance at each KKG meeting is essential when prospective teacher achievers have not yet understood the administrative requirements in writing including about role models. Mobilization is done through giving examples [18]. Supervisors and education offices are the most crucial part in developing teacher competencies so that they have competencies following the criteria of outstanding teachers who exceed teacher competency standards. Teacher competency is a combination of personal, scientific, technological, social, and spiritual abilities which formally shapes the competence of the teacher's professional standards including mastery of the material, student understanding, educational learning, personal development and professionalism [19]. Teacher competency influences the achievement of learning and education goals in schools. Teacher competency is influenced by educational background, teaching experience, and duration of teaching [20]. Teacher competency is a description of the qualitative nature of the behaviour of teachers or education personnel [21]. Teacher competency standards consist of pedagogic competencies, personality competencies, social competencies and professional competencies [22].

Educational reform has 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 of 'professional skills can be composed of different dimensions of other than three main areas' [12]. Selvi explained that teacher competency is divided into 3 fields, namely field competence, pedagogic competence, and cultural competence. While professional competencies are made in different dimensions, however, Selvi said professional teachers must have curriculum competency, lifelong learning competency, social, cultural competency, emotion competency, communication competency, ICT competency, environmental competency, field competency, and research competency [12]. Through competent competencies, the teacher will be able to pass the teacher's performance assessment as an initial requirement in participating in the achievement teacher competition. Teacher assessment is a comprehensive development and growth. The National Educational Association in the Teacher assessment and Evaluation states "The core purpose of the teacher should be to strengthen the knowledge, skills, dispositions, and classroom practices of professional educators. This goal serves to promote student growth and learning while also inspiring great teachers to

remain in the classroom [23]. The primary 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 evaluates the effectiveness of each teacher, 2) categorize and rank teachers, 3) reward those at the top, and 4) fire at the bottom. Such a simplistic approach not only ignores the purpose of teacher assessment and evaluation [24]. Teacher performance is greatly influenced by the principal's leadership style and communication skills [25]. Teacher evaluation is intended to measure the effectiveness of the teacher, categorize, and rank the teacher, give awards to those who excel, provide assistance to those who lack competence.

V. CONCLUSION

Comprehensive and professional mastery of teacher competence is the initial capital in participating in the achievement teacher competition. Intrinsic and extrinsic motivation is the foundation in developing champion mental character. Continuous guidance and assistance from all stakeholders is an important part of developing the potential of teachers to be outstanding. Synergic collaboration between educational units and Teacher Working Groups, Supervisors, Education Offices, Universities, Educational Quality Assurance Institutions, and Commission X of the Republic of Indonesia Parliament and the Ministry of Education and Culture that have outstanding teacher programs is important in efforts to develop teacher careers to improve the quality of education in Indonesia.

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