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## Improve The Quality of The Teacher Profession by Organizing The Teachers' Union in The Republic of Indonesia (PGRI)

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### ABSTRACT

The current state of education presents a problem for teachers. Therefore, educators must improve their quality in line with the times. In the field of education, a teacher's professionalism is crucial. Because pupils can develop themselves to their fullest potential with the help of experienced teachers. Therefore, raising the standard of the teaching profession is thought to be crucial. Additionally, educating, teaching, guiding, directing, training, and evaluating students is a teacher's primary responsibility. The professionalism of a teacher has a direct impact on the quality of the teacher. For pupils to be able to think critically and creatively, teachers must be able to act as facilitators. Teachers must also have the ability to act as a spark for pupils to pursue their interests and skills.

**Keywords:** PGRI Organization; Teacher Profession; Quality

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### INTRODUCTION

There are a lot of teachers in Indonesia. A career that teaches knowledge to students is teaching. In order to effectively educate, teach, guide, direct, train, and assess his pupils' learning outcomes, a teacher must possess knowledge and insight. Therefore, it can be said that a teacher's quality in the teaching profession is a characteristic that they apply to learning activities. The Indonesian Teachers' Association is one way to consistently improve the standard of the teaching profession (PGRI).

For its members, PGRI plays a significant part in national education reform. In particular with regard to their profession and wellbeing, PGRI is tasked with pushing for initiatives to realize and preserve teachers' human rights and dignity. The teaching profession is a unique line of work that can only be performed by educated individuals who have been motivated to further their education. Chapter III, Article 7 of the Teacher and Lecturer Law states this. According to this description, everybody who works as a teacher should join the PGRI organization, which serves as a platform for promoting the responsibilities and profession of a teacher.

The Republic of Indonesia Teachers' Association (PGRI) organization is a gathering place for educators where members of the Indonesian Teachers' Association can express their ideas, thoughts, and goals (PGRI). The organization PGRI has strong roots in Indonesia thanks to its extensive network. In actuality, Indonesian education is still of very poor quality. The poor quality of instructors in Indonesia is the root cause of the nation's poor educational system. The national average for the Teacher Competency Test (UKG) results from 2015 is only 44.5, which is significantly lower than the benchmark of 55. Additionally, a qualitative study of the RISE Program in Indonesia reveals that the process of hiring teachers, which does not prioritize the selection of professional students but rather to satisfy the requirements of the State Civil Apparatus, is a significant contributor to the low quality of teachers (ASN).

In the process of reaching educational objectives, the quality of the teaching profession and the quality of education are two factors that are interconnected. The success or failure of a learning process is greatly influenced by the caliber of the teaching profession. The teaching profession still falls short of expectations in terms of quality. Quality is the sum of a situation's good and poor aspects. Quality is defined as a good or terrible measure of an object, level, level, quality, or degree in the Big Indonesian Dictionary (KBBI) (KBBI, nd) (smartness, intelligence, and so on). A profession is a job that requires knowledge and experience to be applied in a certain institution in order to be implemented. If performing the task involves a qualification, such as knowledge, expertise, professionalism, adherence to a code of ethics, etc., then the work can be referred to as a profession. The word "profession" can also refer to a line of work that necessitates extra care or ongoing education. If someone has completed further training or specialized courses in their industry so they can serve the community, their career can be trusted (University 123, 2022).

## **LITERATURE REVIEW**

### **1. Teacher**

Teachers are important instructors who have a huge impact on pupils' character and knowledge. For his students, a teacher ought to set a positive example. The instructor must model excellent behavior in terms of speech, etiquette, and everyday interactions. Students' morals are significantly influenced by their teachers when they serve as positive role models for them in the classroom and in the community, both in terms of knowledge and character. A lot of influence and even an increase in good behavior in the school environment, family environment, and community environment will result from rising student morality and organization. The way teachers approach and behave while doing their duties as educators has a significant impact on how smoothly education and teaching proceed in classrooms.

The educator who interacts and associates with students the most is the teacher. According to the UU 14/2005 policy on teachers and lecturers, teachers are licensed professionals whose major responsibility is to educate, teach, mentor, direct, train, assess, and evaluate students from early childhood education through secondary education. According to the Big Indonesian Dictionary, a teacher is someone who holds a teaching position. Aziz (2012) asserts that teaching is a vocation in which one imparts moral principles to others. Since they exercise great autonomy in carrying out their

professional responsibilities, teachers hold the highest degree of employment in the educational system (Sagala, 2009).

## **2. The Association of Teachers of the Republic of Indonesia (PGRI)**

The Association of Teachers of the Republic of Indonesia (PGRI), which is an umbrella organization. In order for PGRI member instructors to be able to do their jobs properly, responsibly, and with the ability to be relied upon by their nation and state, PGRI is entrusted with fostering and developing attitudes, behavior, and abilities in them. In addition to imparting fundamental skills to pupils, PGRI member teachers are also in charge of developing the character of the next generation of Indonesian human resources, who will be capable, educated, morally upright, democratic, and accountable.

Various improvements that are more precise and better, especially in their implementation, are needed to raise the caliber of teachers. Musfah (2011: h.5-6) contends that Indonesia's national education goals have not been met to the extent that was anticipated in terms of educational quality. The essential foundations for achieving educational success are qualified and responsible instructors, and as a result, the outcomes of their education will form the basis for the growth of this country and state. As a result, tenacity, the soul and the fighting spirit, organizational and social solidarity, quality improvement, and professional competencies are all completely and continually strengthened. Future expectations call on PGRI to take a more aggressive approach to fighting injustice and raising the caliber and professionalism of teachers (Fitriani, 2016).

## **3. Organization PGRI**

According to Chapter III Article 3 of the PGRI Statutes of the XX Congress of 2008, PGRI is a fight organization, a professional organization, and an employment organization. By developing skills, knowledge, and insight, the PGRI organization must be able to construct a quality teacher development system. This professional organization must be able to convey an image of being a motivating force and a space that supports each teacher's own professional objectives.

The five-level PGRI organization is governed by AD chapter XXV article 40 and ART chapter XXVI article 60. These are the five levels:

### **a. Primary Level**

The entire Republic of Indonesia, including Indonesian schools with PGRI membership overseas, is covered by the central level PGRI organization. The Congress, KLB (Extraordinary Congress), and Konkernas make up the Organizational Forum at the central level (National Work Conference).

### **b. Province Level**

One province or special region is covered by PGRI organizations at the provincial level. The following are the provincial level PGRI organizational forums: Konprov (Provincial PGRI Conference), Konprovlub (Extraordinary Provincial PGRI Conference), and Konkerprov (Provincial Working Conference)

### **c. District Level**

At the Regency/City level, the PGRI organization covers a single Regency/administrative district/city/administrative city. The District/City PGRI Conference, Konkablu/kot (Extraordinary District/City PGRI Conference), and

Konkerkab/City (District/City Work Conference) make up the District/City PGRI Organizational Forum.

d. Level of Branch/Special Branch

The special branch level is housed in a work unit at the national/provincial/district/university level, whereas the PGRI organizational forum is located in the District at the branch level. The Koncab (Conference PGRI branch) and Koncablub are the two branches/special branches that make up the PGRI organizational forum (Extraordinary Branch PGRI Conference) The Konkercab (branch work conference)

e. Twig Level

The territory of one village/kelurahan, school cluster, or educational unit is covered by the branch-level PGRI organization. At the branch level, Rapran (Branch Member Meetings), which are organized in accordance with organizational demands, serve as the PGRI organizational forum.

#### 4. Teacher Professional Quality

Depending on the context and setting, quality can indicate a variety of things. Products and services that can live up to client expectations are said to be of high quality. The qualities of passion and self-worth are also connected. Quality derives etymologically from the English term quality, which denotes quality. Quality is defined as a measure of the good and bad of an object, content, level, quality, or degree in the Big Indonesian Dictionary (KBBI) (KBBI, n.d). (smartness, intelligence, and so on).

The Latin word "professus," which meaning capable or knowledgeable in a certain field, is where the English word "profession" originates. Therefore, in general, a profession is a job that necessitates knowledge or specialized abilities and necessitates a person to undergo specific training or education in order to carry out his vocation to the best of his ability. Petter Jarvis (Prawiro, 2020) defines a profession as a work that is in line with academic study or specialized training and has the objective of providing skilled services for other people in exchange for a set salary. To distinguish between occupations and professions, a number of criteria must be satisfied, including possessing expertise based on theoretical knowledge.

Education holds the highest significance in the framework of national life, so (Putri, 2017) the teaching profession is one that has a significant impact on the life of a nation. The success or failure of the learning process heavily depends on the teacher. The learning process necessitates tactics and procedures that are based on academics that must be learned and planned, hence educators or teachers are said to have a professional employment. Professional educators are qualified educators. Professional teachers satisfy the academic qualification requirements set forth in Law Number 14 of 2005 Concerning Teachers and Lecturers, including having an adequate educational background, being pertinent to the subject matter being taught, and mastering four teacher competencies, including personal, pedagogical,

In the field of education, the quality of the teaching profession has a significant impact. The teaching profession's standards for competence are established by a combination of abilities that are personal, scientific, technological, social, and spiritual. Mastery of the subject matter, awareness of the learners, and growth in the self and personality. (Mushaf J, 2011). There is currently concern about the quality of the teaching

profession. The academic credentials indicate that Indonesian professors are still of poor quality. Teachers who are qualified to teach have degrees in D2, D3, and S1, according to research from the Balitbang Data Information Center of the Ministry of National Education. Only 442 310 out of 1,141,168, or 38%, (Hadiyanto, 2004).

## **RESULTS AND DISCUSSION**

### **How to Improve the Teaching Profession's Quality via means of the PGRI Organization**

Teachers must always act and conduct well since they must be able to represent their environment, particularly for pupils and the neighborhood. In addition to serving as material suppliers, qualified instructors must also be able to exhibit attitudes and mindsets that can compete and survive in the age of globalization. Teachers must possess educational, personality, professional, and leadership abilities in addition to other skills. One of the skills a teacher needs to develop in order to be effective in explaining concepts and using them in real-world situations is professional competence. A teacher might use professional competence as a platform to enhance his own quality.

The process of developing the teaching profession can involve a variety of activities, such as publishing academic papers in the field of education, learning how to use technology in Indonesian education and putting it into practice, developing instructional materials to support student learning, and actively contributing to the creation and improvement of curricula.

According to the findings of data analysis by (Fitriana, 2014), efforts that can be made to become a quality and professional teacher include carrying out supervision carried out by supervisors and increasing discipline, providing adequate facilities to support teaching and learning activities, attending training, seminars, and workshops, conducting school visits, and conducting training on the use of technology because qualified teachers must have the ability to use it.

Through the PGRI organization, there are ways to improve the standard of teaching, including joining as a PGRI as a place for self-potential development, participating in PGRI organizations, taking part in PGRI-organized activities to hone a teacher's abilities, and planning activities that can train teacher abilities. to create instructors of excellence.

## **CONCLUSION**

Professional teachers who are qualified serve as the foundation for achieving educational achievement. Determination, soul, and fighting spirit, organizational and social cohesion, quality enhancement, and professional qualities must all be completely and consistently enhanced. Being a part of PGRI as a place for self-potential development, participating in PGRI organizations, attending activities planned by PGRI to hone a teacher's skills, and planning activities that can train teachers' skills to produce quality teachers are all ways to improve the quality of the teaching profession through the PGRI organization.

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