Teachers Empowerment of Pesantren-Based Junior High School East Java Province Indonesia

Desi Eri Kusumaningrum, Raden Bambang Sumarsono, Imam Gunawan*

Universitas Negeri Malang, Semarang Street Number 5 Malang East Java Indonesia, 65145

ABSTRACT

The purpose of this study is to determine the level of empowerment of teachers at Pesantren-Based Junior High School East Java Province Indonesia. The research method used in this research is quantitative research method. This research was conducted at Pesantren-Based Junior High School Pesantren East Java Province Indonesia. The sampling technique is a random sample collection technique. The sample is 40 teachers. The research instrument is a questionnaire that measures teacher empowerment level with the number of items as many as 18 items statement. Data analysis uses descriptive statistics, ie calculating the mean and standard deviation. Further data is displayed in the frequency description by referring to the stanfive formula, as a reference for defining categories. The teacher empowerment rate is determined by matching the mean by the score interval of the stanfive formula. The results concluded that the level of empowerment of teachers with a mean of 77.25 included in the category is quite good. Based on the analysis of category description of each item it is known that of the 23 items there are 11 items (61.11%) included in the high category, while the remaining 7 items (38.89%) included in the low category.

KEYWORDS: empowerment, teachers, junior high schools, pesantren-based schools

INTRODUCTION

Teachers are educators at educational institutions who every day meet directly with learners in learning activities. Teachers must be empowered so that the learning activities that are carried out can bring learners into good people. Teachers should be able to establish students to learn. Teachers possess privileged knowledge about the complex realities of teaching [1]. Teachers are at the forefront of the quality of education. Teachings carried out by teachers basically have a goal that is to print and direct students to be a good person, good personality, and intelligent [2]. Teachers through learning activities are expected to combine the total potential of learners' brains to form meaningfulness [3]. The contribution of teachers to student learning and outcomes is widely recognized [4]. The teacher will determine the behavior of the students he teaches.

Teachers are people whose intensity of activities is more related to the participants, especially in the learning process. Teachers are required to be able to create effective and fun learning. Teacher is a class manager who has the authority to manage the class. A teacher's effectiveness has more impact on student learning than any other factor under the control of school systems, including class size, school size, and the quality of after-school programs [5; 6]. Teachers must be convinced that teaching is a profession; many say it is a profession but few believe it; everything must be done to project that image; dress, mannerisms, behavior, and participation in professional activities can enhance their leadership qualities and capabilities [7]. Teacher workshop, which was designed specifically to empower teacher voices, and which we facilitated [1].

The concept of teacher empowerment is most often associated with organizational management associated with the building of personal self-esteem and motivation [8]. Teachers must also be able to adjust to the development of information technology. Learner achievement by empowering teachers with technology [9]. The course is designed and implemented has enriched teacher empowerment with a different, more effective, motivating, enabling and empowering learning experience [10]. Teachers are persons who directly involved in teaching process so that they have direct experience in perceiving the change in their behavior [11]. Empower them by means of involving individuals in decisions and activities affecting them to strive for more ambitious objectives [12]. The purpose of this study is to determine the level of empowerment of teachers at Pesantren-Based Junior High School East Java Province Indonesia.

METHODS

The research method used in this research is quantitative research method. This research was conducted at Pesantren-Based Junior High School East Java Province of Indonesia, namely: (1) Junior High School Mambaul Hisan Kediri, representing East Java western; (2) Junior High School An Nur Bululawang Malang, representing the southern part of East Java; (3) Junior High School Insan Terpadu Probolinggo, representing eastern East Java; and (4) Junior High School Assa'adah Gresik, representing the northern part of East Java. The sampling technique is by random

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***Coresponding Author:** Imam Gunawan, Universitas Negeri Malang, Semarang Street Number 5 Malang East Java Indonesia, 65145. email: imam.gunawan.fip@um.ac.id

sampling technique, ie the researcher selects the sample member in the group, rather than selectively selecting the individual [13]. Cluster sampling is used when the population is spread over a large area [13]. The sample is 40 teachers of Pesantren-Based Junior High School East Java Province of Indonesia, namely: (1) Junior High School Mambaul Hisan Kediri as many as 10 people; (2) Junior High School An Nur Bululawang Malang as many as 10 people; (3) Junior High School Insan Terpadu Probolinggo as many as 10 people; and (4) Junior High School Assa'adah Gresik as many as 10 people.

The research instrument is a questionnaire, which measures the level of teachers empowerment of Pesantren-Based Junior High School East Java Province, with the number of items as many as 18 items statement. Data analysis with descriptive statistics, ie calculate the mean ($\overline{X}$) and standard deviation (SD). Further data is displayed in the frequency description by referring to the stanfive formula, as a reference for defining categories. The level of empowerment of junior high school teachers based on East Java Pesantrens is determined by matching the mean with the score interval of the stanfive formula. The stanfive formula as shown in Table 1.

Table 1 *Stanfive* Formula

No	Formula	Category
1	$(\overline{X} + 1.5\,SD) < X$	Strongly Good
2	$(\overline{X} + 0.5\,SD) < X < (\overline{X} + 1.5\,SD)$	Good
3	$(\overline{X} - 0.5\,SD) < X < (\overline{X} + 0.5\,SD)$	Quite Good
4	$(\overline{X} - 1.5\,SD) < X < (\overline{X} - 0.5\,SD)$	Poor
5	$X < (\overline{X} - 1.5\,SD)$	Strongly Poor

Source: Wiyono and Sunarni [14]

The item category statement is used to describe each statement item through the average value of each statement specified by the number of item values divided by the number of respondents. Furthermore the average value of each statement item is compared with the mean value of all statement items using the terms: (1) if the average of the item value of the statement > the average value of all statement items, then the statement item belongs to the high category (H); and (2) if the average value of the statement item ≤ the mean value of all statement items, then the statement item belongs to the low category (L). Each item of statements that are categorized as high is a description of the variable indicator that must be maintained, while the items of the low categorization are the indicators of the variables that must be improved [15].

RESULTS

Data on the teachers empowerment of pesantren-based junior high school on East Java Indonesia are shown in Table 2. Based on Table 2, it is known that: the average of 77.25 and the standard deviation of 5.48. Based on the data in Table 2, further data on teachers empowerment of pesantren-based junior high school East Java Indonesia is described by stanfive formula (Table 1). Description of frequency of teachers of pesantren-based junior high school East Java Indonesia as shown in Table 3.

Table 2 Teachers Empowerment of Pesantren-Based Junior High School

No	Score	No	Score	No	Score
1	64	15	78	29	76
2	69	16	69	30	84
3	76	17	73	31	81
4	71	18	80	32	78
5	72	19	84	33	78
6	70	20	75	34	82
7	79	21	81	35	76
8	84	22	71	36	76
9	75	23	76	37	76
10	75	24	76	38	77
11	82	25	82	39	89
12	79	26	85	40	81
13	82	27	78	$\overline{X}$	77.25
14	66	28	84	DS	5.48

Table 3 Frequency Description of Teachers Empowerment of Pesantren-Based Junior High School

No	Interval	F	%	Category
1	> 85.46	1	2.5	Strongly Good
2	79.99 – 85.46	13	32.5	Good
3	74.51 – 79.99	17	42.5	Quite Good
4	69.04 – 74.51	5	12.5	Poor
5	< 69.04	4	20	Strongly Poor
	Total	**16**	**100**	

Based on Table 3 it is known that from 16 respondents who are in the score interval: > 85.46 as much as 1 person (2.5%) with very good category; 79.99 - 85.46 as many as 13 people (32.5%) with good category; 74.51 - 79.99 as many as 17 people (42.5%) with quite good category; 69.04 - 74.51 as many as 5 people (12.5%) in poor category; and < 69.04 as many as 4 people (20%) with strongly poor category. Based on Table 3 it can be concluded that the level of teachers empowerment of pesantren-based junior high school in East Java with the average of 77.25 included in the category is quite good. The result of comparison of the mean value of all items (4.29) with the average value of each item is shown in Table 4.

Table 4 Comparison of The Mean Value of All Items With The Average Value of Each Item

No	Statement	$\sum$	n	$\overline{\text{X}}$	Information
1	Have enough time to reflect on the learning process	171	18	4.27	L
2	Emotional social support from school	181	18	4.52	H
3	Pedagogical support from school	179	18	4.47	H
4	Classroom management support from school	182	18	4.55	H
5	Opportunities to observe the process of teaching other teachers to develop in their own learning	147	18	3.67	L
6	The burden of teaching is well managed	182	18	4.55	H
7	Opportunities to develop teachers' pedagogical knowledge and skills	185	18	4.62	H
8	Preparation to develop leadership leadership skills	164	18	4.10	L
9	There is supervisor support to the teacher in managing the class and learning	159	18	3.97	L
10	There is a wide opportunity for teachers to develop teaching professionalism	179	18	4.47	H
11	There is a wide opportunity for teachers to develop career paths	167	18	4.17	L
12	Schools have an open mind on teacher learning innovations	181	18	4.52	H
13	School policies support teacher professional development	175	18	4.37	H
14	Schools provide autonomous professional development of teachers	165	18	4.13	L
15	The community learns professionally	174	18	4.35	H
16	The teacher makes the work he considers a monumental work	142	18	3.55	L
17	The teacher develops a learning model	176	18	4.40	H
18	The teacher plays a role in aligning the school curriculum with the situations, conditions, demands, and needs of the community	181	18	4.525	H
	Average	**171.67**	**-**	**4.29**	**-**

Based on the analysis of the category description of each item Table 4 it can be seen that from 23 items there are 11 items (61.11%) included in the high category (H), because the average value of each item is > the average value of all items. Items included in the high category are item number: 2, 3, 4, 6, 7, 10, 12, 13, 15, 17, and 18. This means that the implementation of teacher empowerment indicator contained in the item number must be defended. While the remaining 7 items (38.89%) are included in the low category (L), because the average value of each item is $\leq$ the average value of all items. Items included in the low category are item number: 1, 5, 8, 9, 11, 14, and 16. This means that the implementation of the teacher empowerment indicators contained in the item numbers should be improved.

DISCUSSION

Empowerment is an interactive and highly subjective relationship of individuals and their environment, and a special strategy to capture the intense experience of human struggle and transformation [16]. The potential of existing teachers should be maximized by empowering teachers in certain positions to achieve school goals [17]. The development of profession and teacher career is a form of teacher development and development [18]. Empowerment of culture and multicultural values in schools can foster self-responsibility and sense of belonging among all teachers at school [19]. Empowering teacher is the mean of principal provides opportunities for teachers to make decisions about their work and to be involved in school - wide decisions [20; 21; 22]. However, only meaning, autonomy and impact dimensions of psychological empowerment mediated the relationships between teachers' perceptions of principal's empowering behaviours and teachers' work-related outcomes [23].

Teacher professionalism in teaching will be realized with support from principal by programming various activities that can support teacher empowerment [24]. Programs that can be designed by the principal in order to improve teacher empowerment and performance are: teacher scientific meetings; teacher creativity competition; outstanding teachers; training; motivational seminars; subject teachers' deliberations; lesson study; research grants; and professional writing [25]. Teacher educators explicitly teach, and thereby empower, their pre-service teachers with a pedagogical language that declares knowledge is not static, must be viewed critically, is produced through dialectical relationships [26]. Creative activity could be described as a type of learning process where teacher and pupil are located in the same individual [27].

School teacher who is the main character who comes into contact with the student after the family is an important source of support for the student and certainly for the parents, especially in society [28]. One of the challenges of today's schools is creating a culture which promotes teacher creativity and innovation [29]. Authoritative teachers employ positive instructional practices within a highly controlling and nurturing context [30; 31]. The main key to the planning and development of education programs in schools to run is the optimal teacher empowerment [32]. The interactive medium challenges, excites and empowers the inquisitive learner who wishes to take some responsibility for what they know and how they come to know it [33]. Important link between acculturation and

empowerment teacher [34; 35]. Empowerment teacher is a direct result of individuals learning to utilise appropriate skills [35].

Efforts to empower teachers can go through the following steps for sustainable self-development of teachers by: (1) writing teaching journals; (2) discussion of teaching journal; (3) analyze important events while teaching; (4) peer collaboration; (5) forming teacher learning groups; and (6) attend training and conferences [36]. Empowerment teacher, proposes six ideas, i.e. (1) improve the student recruitment system; (2) improve teachers' reading, ability and reading interest; (3) presenting models; (4) focus the training program on teachers' needs; (5) encourage teachers to conduct classroom action research; and (6) develop habit of scientific discussion [37]. Teacher empowerment can be implemented through teacher training and professional training, teacher entrepreneurship training, business capital and revolving capital for teacher entrepreneurship, and teacher entrepreneurship assistance have a positive impact on teacher's ability and welfare improvement [38; 39; 40; 41; 42].

CONCLUSION

Based on the results of data analysis, it is concluded that the level of teachers empowerment of pesantren-Based junior high school East Java Indonesia with 77.25 average included in the category quite good. Based on the analysis of the category description of each item it is known that from 23 items there are 11 items (61.11%) included in the high category, while the remaining 7 items (38.89%) are included in the low category.

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