

THE IMPLEMENTATION OF TEN TEACHER'S LEADERSHIP VALUES ON SGI MASTER TEACHER PROGRAM

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Abstrak

Sekolah Guru Indonesia (SGI) merupakan salah satu divisi di Dompot Dhuafa Pendidikan. SGI memiliki komitmen melahirkan guru transformatif yang memiliki kompetensi mengajar, mendidik dan berjiwa kepemimpinan sosial. Penelitian ini mendeskripsikan tentang implementasi nilai 10 kepemimpinan guru program SGI Master Teacher angkatan 27 wilayah Aceh Singkil tahun 2018. Pendekatan dalam penelitian ini adalah kualitatif dengan tipe penelitian studi kasus. Hasil penelitian menunjukkan bahwa aktivis masih mengimplementasikan sebagian besar nilai dari kurikulum pendidik dan pengajar, meski dalam aspek gigih untuk meneliti masih rendah. Upaya- upaya yang bisa dilakukan para aktivis agar tetap menjaga nilai 10 kepemimpinan guru; melakukan upgrading diri melalui pertemuan rutin, menjaga silaturahmi, dan program pembinaan langsung dari Sekolah Guru Indonesia

Kata Kunci: SGI Master Teacher, 10 Kepemimpinan Guru.

Abstract

Sekolah Guru Indonesia (SGI) is one of the divisions in Dompot Dhuafa Pendidikan. SGI has a commitment to produce transformative teachers who have teaching competencies and leadership spirit. This study aims to describe the implementation of the value of 10 teacher's leadership of SGI Master Teacher program, batch 27 in Aceh Singkil 2018. This is study case research using a qualitative approach. The results of the study show that activists still implement most of the values of the curriculum of educators and instructors, although in the persistent aspect of research it is still low. Efforts can be made by activists to maintain the value of 10 teacher leadership; upgrading themselves through regular meetings, maintaining the friendship, and coaching programs directly from Sekolah Guru Indonesia

Keywords: SGI Master Teacher, 10 teacher leadership

Introduction

Basic education is the foundation for the next level of education. Basic education teachers must have a leadership spirit, so they can motivate students to improve the quality of educational processes and outcomes. The teacher must believe that all students are able to succeed and assist them to be successful in their education (Schunk, 2012: 386). Teachers must be sure that there are actually no stupid students, but that there are lazy or diligent students, in other words, success in school occurs due to innate intelligence of students, their home environment, or other factors that cannot be influenced by the teacher.

Competent teachers are teachers who can be leaders who are liked, trusted, able to guide, has a strong personality. It means that students can learn in an atmosphere that is pleasant, uplifting, and courageous in expressing opinions so that students grow and develop into human beings who are ready

to adapt, facing various possibilities and challenges. Schunk (2012: 364) states if the teacher treats students kindly, then he will tend to receive a friendly welcome too.

Teachers as educational leaders must often give examples to students, not just explanations. According to Father Drost, in (Sumaji, 2003: 14) what is important in the praxis of education is that the teacher must form a young generation that has been educated in a true Indonesian family as a basic element of society. The involvement of teachers in learning has a big influence on the process and learning achievement of students. The teacher is a figure who is able to make students think differently (Suyanto, 2013: 4).

UU no. 14 of 2005 concerning teacher and lecturer states that the teaching profession is a profession that must be valued professionally. Professional teachers are teachers who are serious, reflective in thinking about more effective teaching (Parkay, 2008: 575).

Gerstmer (1995 in Suyanto and Jihad 2013: 186) states that in the future the role of the teacher will experience an expansion, where the teacher as a coach (Coach), counsellor, learning manager, participant, leader, learner, and author (writer).

However, the existence of teaching staff who are not in accordance with their competencies is one reason for the low quality of education. It is often found in some educational institutions where Teacher A has a basic education in the field of language, but he teaches skills or others, which is actually not his competence. Another example which is the cause of the low quality of education is because educators lack innovation and are less creative in learning, so students are not interested and do not understand the lessons delivered by the teacher (Utami, 2016).

Facing the challenge of globalization where everything is rapidly needed an adjustment, educators and education staff should ideally still have to learn, be creative in developing themselves with new discoveries in the world of education. However, this expectation is often difficult to be created because educators and education staff lack the enthusiasm to advance themselves and not many continued to study (Nur, 2009).

Sekolah Guru Indonesia (SGI) is one of the divisions in Dompot Dhuafa Pendidikan. SGI has a commitment to creating transformative teachers who have teaching competencies and the spirit of social leadership. SGI is dedicated to Indonesian youth who are ready to devote themselves to becoming teachers and are ready to contribute to the advancement of education throughout the archipelago.

In 2016 SGI ran four programs namely the School of Master Teacher, SGI Executive Class, SGI Professional Class, School for Principal with a total of 572 direct beneficiaries. School of Master Teacher is conducted in the area by SGI activists. It is a program for senior teachers aged 25-35 years, with a duration of training for 3 months every week including coaching and training.

Professional Class Program is the teacher training program for fresh graduates with a maximum age of 27 years training SGI and they are given a chance to study Master Degree at UIN Syarif Hidayatullah Jakarta. It includes coaching, training, internships, lecturing, conducting thesis for 15 months and placement to the region for 1 year, coaching and training conducted in Bogor by SGI managers.

SGI Master Teacher Program batch 27 in five regions; Aceh Singkil, Seruyan, Hulu Sungai Utara, Bolang Mongondow Utara, and Toli-toli. Three months of training with the application of a leader teacher curriculum with 10 teacher leadership values; Exemplary enforcement of worship, discipline to manage time, love to read books, pioneers of school hygiene, active empowering the community, best friends of students, orderly preparation of administration, creative making media, professionals in teaching, persistent to research.

The application of the leader teacher curriculum is measured by the rubric filled by teacher educator and teacher assessment in each lecture. The achievement of each competency is seen in the execution of assignments both in lectures and outside lecture hours.

But after becoming an activist there is no guarantee if the teacher continues to run the 10 teacher leadership. The purpose of this study is to describe the implementation of the 10 leadership values of the SGI Master Teacher program for the 27th Aceh Singkil region in 2018.

Literature Review

A. Teacher leadership

The assessment of teacher leadership is increasing when the interests of teacher leadership have received attention from scientists through their role in educational reform (Snell & Swanson, 2000). To ensure that every student can achieve success, each teacher must function as a leader (Barth, 2001). Thus, Katzenmeyer & Moller (2009) emphasizes that to ensure that teachers have high quality, teacher leadership is a great source of ensuring continuous improvement of schools. According to Bilingsley (2007), the role of teacher leadership before this was seen as too structured and formal because teachers were given certain services in helping implement the decisions established in the organization. Now, teachers play an important agent of change in ensuring their schools become memorable schools where each student has the opportunity to get high-quality teachers

The teacher as a leader has two roles that are formal and informal (Danielson, 2006; Teacher Leadership Exploratory Consortium, 2011). Formal leader teachers are traditionally teachers who hold important offices in schools such as the right teacher, committee chairman, source teacher, discipline teacher, and so on. Conversely, teacher leaders who are not formally voluntary and originally were from various teacher rankings. This leader teacher has his own initiative to implement programs for the sake of school brilliance and solve problems that arise. They have no position or power, but they are influenced by respect in their fellow workers through their expertise and behaviour. Just as they hold a service or voluntarily, memorable teacher leaders exhibit values, dispositions and skills and always invite others to act for the improvement of teaching and learning.

Usman Uzer (2006: 6) in addition to the role of the teacher also has the duty of the teacher to have many tasks, both those bound by the service and outside the service, in the form of service. there are three types of teacher tasks, namely:

- a. The task of the teacher as an educator, teaching, and training. Educating means continuing and developing life values. Teaching means continuing and developing

- science and technology. While training means developing skills for students.
- b. The teacher's duty in humanity at school must be able to make himself a second parent. He must be able to attract sympathy so that he becomes the idol of his students. Any lesson that is given, should be able to be a motivation for students in learning. If a teacher in his appearance is not attractive, then the first failure is that he cannot plant the seeds of his teaching with his students.
 - c. The task of teachers in the social field is to become a role model for the community. Teachers are not only needed by students in classrooms, but teachers are also needed by the community in solving various problems faced by the community.

B. Traits of teacher leadership

Every person who is appointed as a leader is based on the advantages he has rather than those who are led. (Purwanto Ngalm, 2000: 52)

Then each has advantages in addition to the shortcomings. In circumstances and at certain times they can be used to act as leaders. However, not everyone can use that advantage to lead.

Ahmadi Abu (2009: 122-123) leadership is a character that fosters one's talents, so touching and comprehending the complex and dynamic arrangement of the qualities found in a person, it is difficult to mention one by one the characteristics that must be possessed by a leader. Below are some of the qualities of a leader, including:

- a. Competent. Here is proficient in a broad sense, not only experts (skills) or technical skills (technical mastery) in a particular field but includes things that are abstract, initiative, conception, planning and so on. And a leader must have critical and rational thinking acumen.
- b. Trust. A leader must have strong beliefs, believe in the truth of his purpose, believe in his abilities (to himself). Instead, he must get the trust of his followers. He is a condition for the authority of the leader towards its members
- c. Responsibility. This trait is very important because when a leader does not have a sense of responsibility, he will easily act arbitrarily towards his group.
- d. Brave Dare in the sense because it is true and by calculation. Moreover, when it is critical and determines, the leader must be firm, brave enough to make decisions with consequences and must not hesitate.
- e. Agile and tenacious. A leader must be able to act quickly and precisely. He must be agile in acting more if he faces a complicated problem. Failure should not make him quickly bored or discouraged, but instead, he must be persistent and tenacious

- f. Visionary. The thinking of a leader must be broad. He is far-sighted and must be able to tell which das sein, where das sollen is. Especially in formulating strategies or outlining tactics, this is very important. And there are many more qualities that must be possessed by leaders, for example thorough, generous, pious and so on

Tabel 1. Kurikulum Guru Pemimpin

No	Leadership Aspects	Contents	Competencies
1	Being an example of upholding worship	Personal Integrity	Upholding noble character in accordance with religious teachings and social norms
2	Being discipline managing time	Professional Commitment	Doing SGI lecture assignments on time
3	Fond of reading book	Culture of Literacy	Increasing literacy and intellectual capacity
4	Pioneer of school hygiene	School Climate	Starting of a clean school environment movement from your own teaching class
5	Actively empowering the community	Social Concern	Making of social voluntary actions in the surrounding community with students in the class
6	Being student's best friend	Class Mapping	Identify the characteristics of students (C4)
		Class Management	Measuring class order index (C5)
7	Preparing orderly administration	Instructional System	Developing effective learning strategies (C6)

No	Leadership Aspects	Contents	Competencies
		Authentic Assessment	Measuring the achievement of student learning outcomes in a valid manner (C5)
8	Making media creatively	Learning Products	Creating innovative new media (C6)
		Model Class Project	Creating an effective classroom (C6)
9	Professional in teaching	Teaching Performance	Measuring teacher's teaching ability (C5)
10	Persistent to do research	Learning Clinic	Diagnosing teacher teaching problems (C4)
		Classroom action research	Arranging class action research (C6)

Assessment is carried out in 10 Indonesian teacher leadership with various components contained in Teacher Educators including; upholding noble character in accordance with religious teachings and social norms, following all the training activities in a timely manner, increasing literacy and intellectual capacity, starting a clean school environment movement from the teaching class itself, making social volunteerism in the surrounding community with students in the class.

As well as the competence of the Teaching Teacher including; characteristics of students, measuring teacher teaching abilities, developing effective learning strategies, creating innovative new teaching aids, making pilot classrooms, diagnosing teacher teaching problems, measuring achievement of student learning outcomes validly, compiling classroom action research.

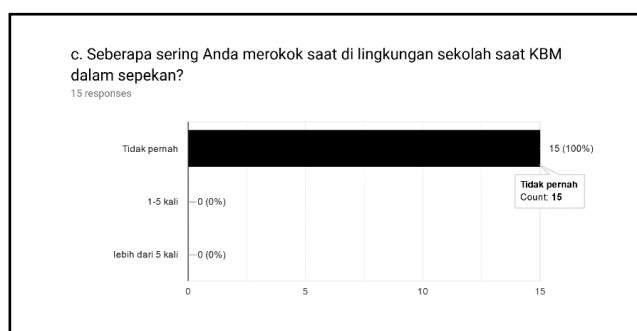
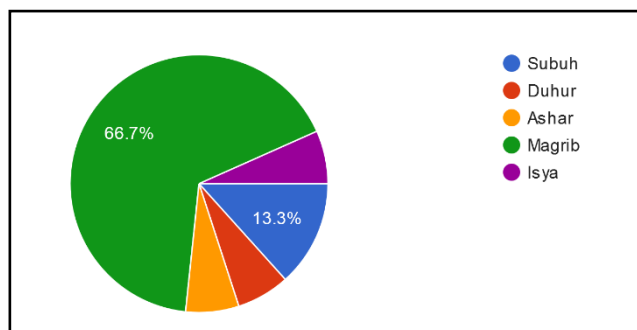
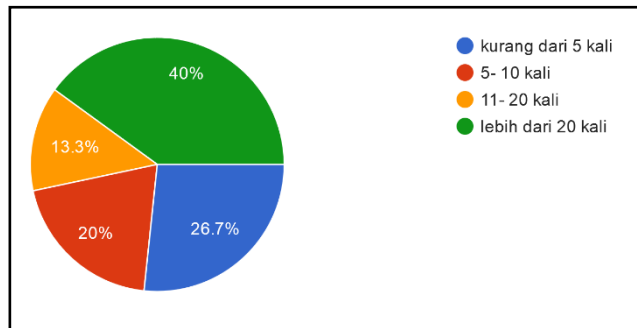
Methodology

This research is descriptive qualitative research using case studies. The focus of the research is related to the implementation of the value of 10 leadership teachers of the SGI Master Teacher program for the 27th Aceh Singkil region.

Data collection techniques used for this study were interviews and documentation. Data analysis techniques in this study include; (a) Identification of data, (b) Analysis of data, (c) Interpretation of data.

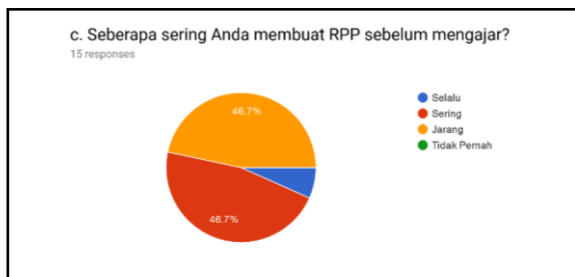
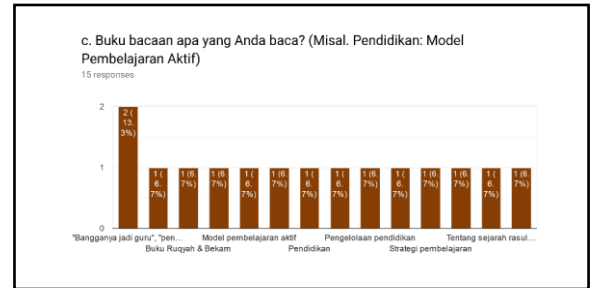
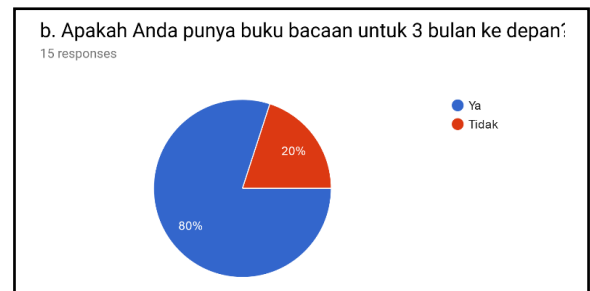
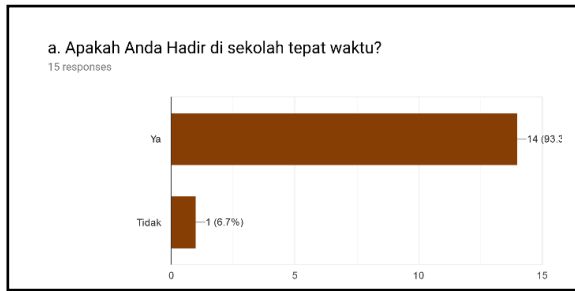
Results and Discussion

1. Personal Integrity. Uphold noble character in accordance with the teachings and social norms

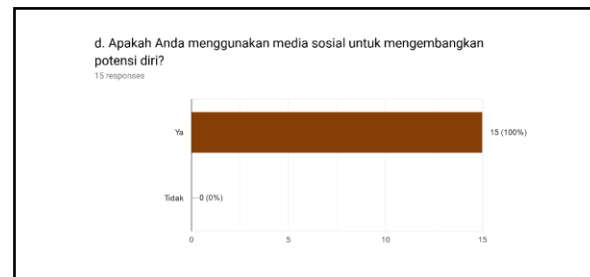


Habitation that is built in lectures is prayer in congregation and commitment during the location of coaching for not smoking. From the results of the questioner, it can be seen that as many as 40% of activists still pray in congregation more than 20 times a week. And there were no activists who were stuck during the teaching and learning process at school. As Clark (in Yahya, 2007: 7) teacher leadership needs to have a clear identity culture as a basis for perpetuating integrity and ethics even though facing great pressure.

2. Professional Commitment. Follow all coaching activities carried out by the school



Literacy culture with book resumes by each participant to develop literacy skills. From the results, it was seen that 60% of activists read books, both books related to education; education management, active learning models, learning strategies, thematic



Discipline teachers attend and carry out lecture assignments on time, attendance attendance becomes an assessment. The task of teachers is to prepare learning administration, from the diagrams it can be seen that 46.7% rarely make lesson plans and from 15 respondents, 1 respondent who arrives late and does not work on school administration.

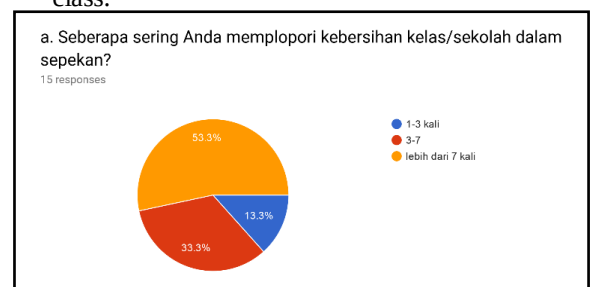
The personality that must be possessed by the teacher as an education leader is: to achieve success a teacher must have the nature of discipline, the teacher must be wise, a teacher must provide material correctly and responsibly, have a soul motivator that can give enthusiasm to students not to be easily discouraged and innovator to encourage students to do new things. The teacher must understand students, their differences and how they learn (Eggen & don kauchak 2012: 18)

3. The culture of literacy Increases literacy and intellectual capacity



learning, and also relegious books; rukiyah and bekam, riadussalihin, the history of the Prophet.

- Teachers are role models in school literacy (Wiedarti et al., 2016: 10). Therefore, it cannot be denied that the teacher's myth is innocent and imitated, true.
- School Atmosphere. Start a clean school environment movement from your own teaching class.



The teacher needs to have an understanding and appreciation of the overall mission and values of the organization and ensure that all actions taken by the student are under their supervision. Teachers also have the ability to carry out strategic actions to ensure

the continuity, development and growth of programs and organizations. (Clark, in Yahya, 2007: 7)

SGI activists become pioneers of hygiene in schools up to more than 7 times a week or 53.3%

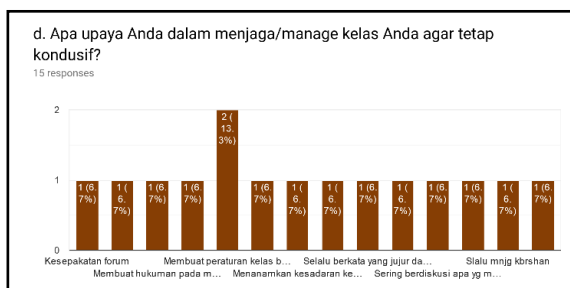
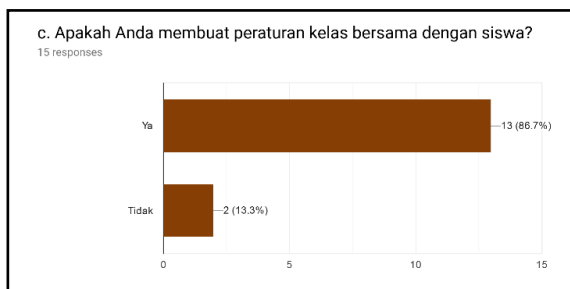
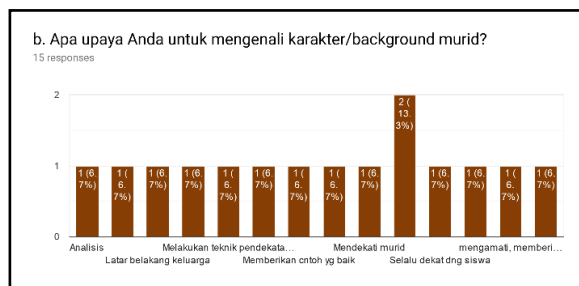
6. Social care. Make social voluntary actions in the surrounding community with students in the class



The teacher has many roles as a corrector, inspirator, informant, organizer, motivator, initiator, facilitator, mentor, demonstrator, class manager, mediator, supervisor and evaluator (Djamarah in Nasution, 2016)

From the table, it is seen that 14 respondents carried out social activities in the community with students in a month of 46.7%, more than three times a month

7. Mapping and Class Management

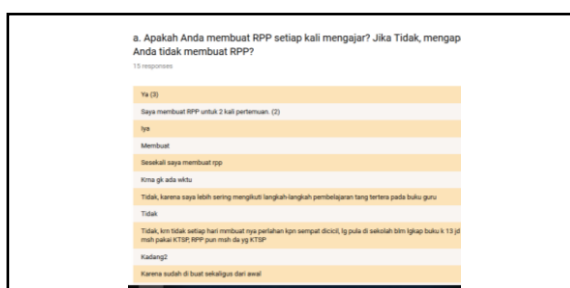


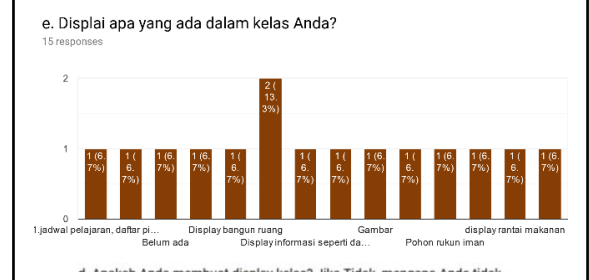
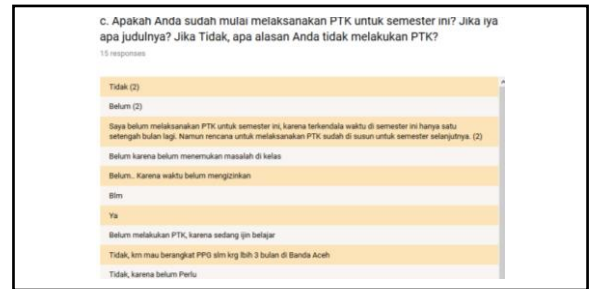
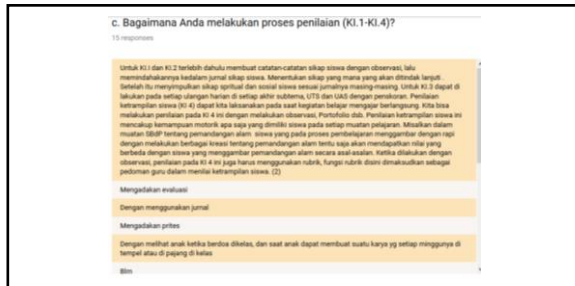
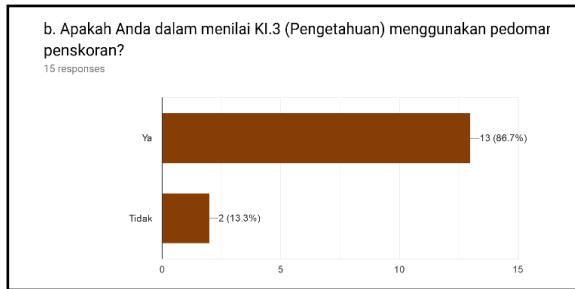
The activists' efforts to recognize the character of students are carried out with; Frequently interacting with students, compiling student classes, Frequently discussing what is a problem for them while in class, contracting learning with students, for example giving punishment to students who interfere with their peers, making an introduction that is closer to students, for example by asking questions about the habits of students at home.

As well as activist efforts in maintaining the class to remain conducive; Conduct approach techniques to students by frequently communicating with students and observing their attitudes and behaviours in school, making penalties on students if they break the rules, asking questions about what they like and what they don't like, asking about their hobbies.

Clark (in Yahya, 2007: 7) teacher leaders should have an extensive profound knowledge of the latest. The teacher needs to have complete knowledge about fixics as well as student psychology. In fact, teachers also need to have knowledge about pedagogical and endragogical theories so that knowledge can be conveyed to students with an impressive impression.

8. Instructional System and Authentic Assessment





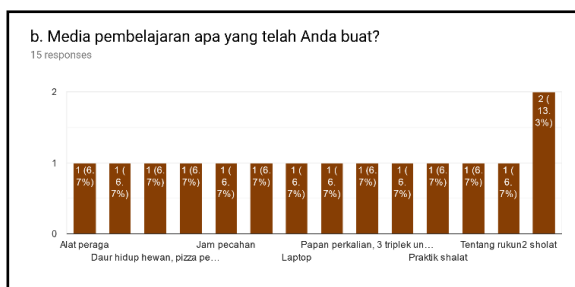
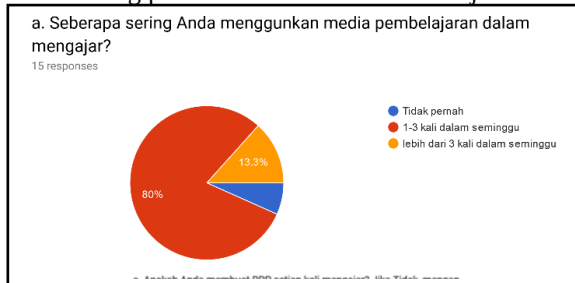
The results of activist responses in assessing the assessment of KI.1 and KI.2 were assessed through daily observations of the spiritual and social attitudes of each individual, by homeroom teacher, study teacher, and others who were supported and then recapitulated in a journal, supported by assessment self and assessment between friends, the results of which are described in report cards, while KI.3 assessment of knowledge can be assessed using written tests, oral tests and assignments, the results are in the form of values, predicates and descriptions, while KI.4 assessment of skills is assessed through practice, products, project and portfolio.

As for making RPP from the results, it can be seen that there are still activists who do not make it for various reasons; because activists only follow the learning steps listed in the book, the facilities at the school are not yet complete K13 books so they still use KTSP, RPP is still there KTSP, and feels lazy to make RPP.

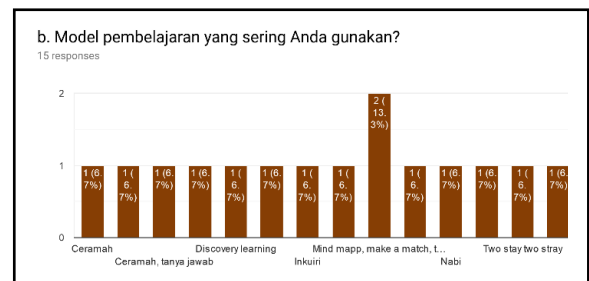
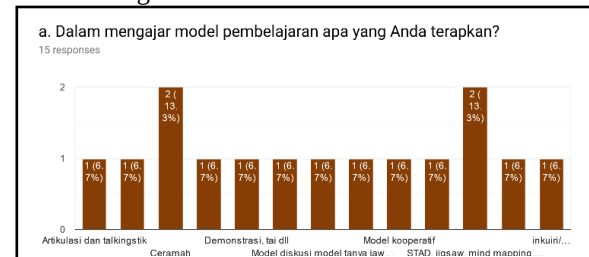
From the results of the diagram, it can be seen that activists in habituation make learning media as much as 80%. Making media that is made including; dakon mathematics, pizza fractions, animal life cycle, tree letters hijaiyah, snake ladder story of Prophet Ayyub, a.s. As well as displays made; lesson schedule, picket schedule, class rules, motivational fruit, information display, food chain display.

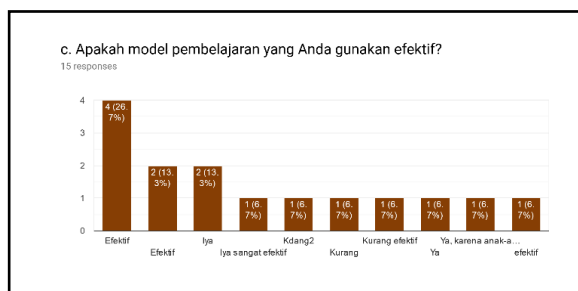
Teachers should be productive, teacher leadership needs to have a high level of commitment and commitment and be able to improve skills and be more productive in facing the demands of leadership. (Clark in Yahya, 2007: 7)

9. Learning products and Model Class Projects



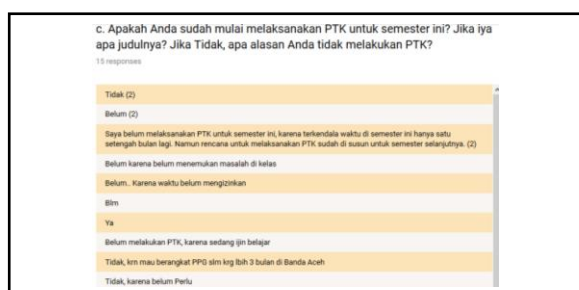
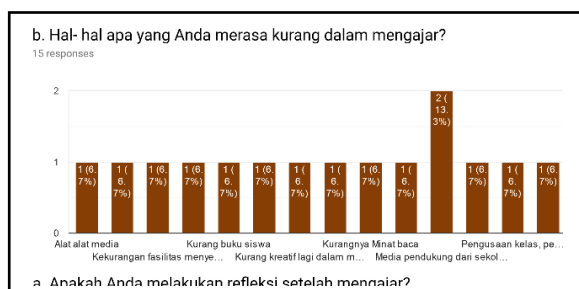
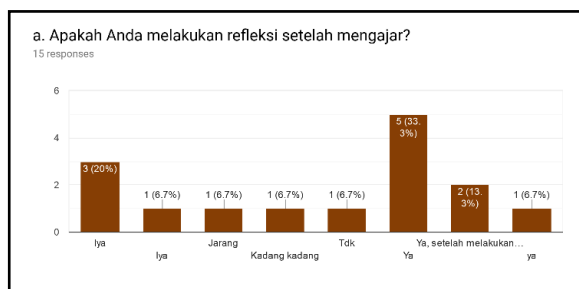
10. Teaching Performances





Performance teaching activists using learning models; cooperative, jigsaw, STAD, Mind Mapping, demonstration, talking stick, inquiry. Clark (in Yahya, 2007: 7) one of the competencies of leader teachers is that they are capable of using resources. The new Alaf teacher leadership needs to have the ability to use all available resources optimally. In fact, teacher leadership needs to have skills and expertise to get information, do analysis, skills in planning.

11. Clinical Learning and Classroom Action Research.



From the results of the respondents, it was obtained that only one activist made the PTK. The reason activists did not make PTKs was that they were constrained by a semester and a half in time, had not found problems in class, were permitted to study, and were busy.

From the results of the respondents obtained various efforts that can be done by activists to maintain the spirit in carrying out the values of 10 teacher leadership; conducting regular meetings, sharing in groups, concocting meetings so that meetings are more productive, exchanging information and inspiration, keep in mind that being a teacher is enthusiasm and pride, that being a teacher is a mandate that must be accountable to Allah SWT, being a teacher is guided and imitated by students, still maintaining friendship between fellow activists, patient and earnest, a continuous program was held by junior trainers in their respective regions facilitated by the Indonesian Teacher School.

Conclusion

Implementation of the value of 10 teacher leadership for activists of the Indonesian Teacher School class 27 Aceh Singkil in the good category. Activists still implement most of the values from the curriculum of educators and teachers, although in the persistent aspects of research it is still low.

Efforts can be made by activists to maintain the value of 10 teacher leadership; upgrading themselves through regular meetings, maintaining the friendship, and coaching programs directly from the Indonesian Teacher School.

Recommendation

Activists should still be enthusiastic in carrying out the values of 10 teacher leadership as indicated by the application in their respective schools

SGI managers must maintain and evaluate the development of activists in applying the values of 10 teacher leadership.

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