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## Assistance Model: The Role of Higher Education Teachers in Improving the Competence of Outstanding Teachers

**Rusi Rusmiati Aliyyah, Rasmitadila, Megan Asri Humaira, Widyasari, Warizal, Gugun Gunadi, Iman Subasman**

### Abstract

Becoming an outstanding teacher is an ideal that educators always covet. They will have qualified competencies and have academic and non-academic achievements as an added value in developing professionalism. The research aims to determine what outstanding teachers need training assistance models at the national level in Indonesia—using a qualitative approach with a multi-site method. Participants in this study consisted of high achieving teachers at the national level in 2019 and 2018 composed of outstanding teachers, school principals, school supervisors, and the education office elements in six provinces in Indonesia. Data collection using interviews, questionnaires, and discussion group forums. The study results stated that tertiary institutions had a role in assisting outstanding teacher candidates in getting training in writing scientific papers, classroom action research, making modules or textbooks, making information technology-based learning media, writing articles, and public speaking.

**Keywords:** Training, teacher professionalism, elementary school

### Introduction

Educational principles within countries are to produce competent graduates who can compete in the workplace and live in a society. But the competencies themselves develop and changes as the time change. The main goal of education in schools is to create men and women who are capable of doing new things, not just repeating what other generations have done; creative, inventive, and inventive men and women, who can be critical and verify, and not accept, all that is offered (Sengupta 2016). Educational principles are aimed at developing and changing from the target not only to produce graduates who are competent but also critical in responding to the challenges presented to them in a changing society. Graduates must also be able to become inventors, creative in responding to 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 qualified teaching staff in improving educational outcomes for students. The influence of teachers on student achievement is well established. Quality teachers are among the essential school-related factors that facilitate student learning (Loeb, 2019).

Teachers' effects in producing competent graduates are given credit. The most crucial questions are what kind of measurement models apply to determine the teachers' quality objectively. The importance of teachers in producing competent graduates was also emphasized. The performativity agenda is accompanied by the recognition of teachers as an important factor in the drive to raise educational standards (Sorensen 2016).

The next question is, what kind of teacher will improve the quality of education? The simple answer is those who are competent, professional, and high achievers. To determine these qualities should focus on the concentration of performance appraisal on them. Teacher performance appraisal must be able to see the maximum potential it has. Performance

appraisal will also determine teacher quality and professionalism. This means that those who have superior competence can create creativity and innovation in harmony with students.

In fact, not all teachers who have good competence, creativity, and professionalism can become outstanding teachers. Due to the intense competition to become outstanding teachers, they need institutions to support their development so that their potential can be optimally exploited. From these challenges, the researchers hypothesized that being an outstanding teacher is not enough just to have competence. They need full support from all educational stakeholders to develop the potentials of them. In this paper, the researchers shall focus on (1) the criteria for assessing outstanding teachers and (2) the role of education stakeholders in supporting teacher programs' achievement at the district or municipality level.

Based on the description above, it is necessary to develop outstanding teachers to facilitate teachers in selecting teachers who excel at the sub-district, district or city, provincial, and national levels.

## Literature Review

### Outstanding teacher

Professionalism Development Model Teachers Professional Development Model is a treatment for teachers to improve competence and skills to achieve. Three concepts of TPD: (a) *Standard TPD programs, focused on the radical dissemination of certain skills and content, often through a "cascade" or "train-the-trainer" approach.* (b) *school-centered TPD focuses on long-term change processes, usually through locally facilitated activities that build on-site communities,* (c) *individual or independent TPD focuses on independent and independent TPD with little formal structure or support* (Question 2017).

The development of teacher professionalism has a significant influence on the learning process of teacher behavior in the classroom. Youngs (2001) describes four models of teacher professional development, namely *teacher networks, use of consultants and interviews, student assessments, and school development factories* (Villegas-reimers 2003). This model provides strengthening of teacher competencies and skills and has an impact on community development, continuity, and improvement of education human resources.

### The mentoring nature

Parsloe defines *coaching as a process that allows learning and development where performance will increase* (Charin, Songsak, and Waro 2015). *Mentoring* defined as "a process which supports learning and development" (Fantini 2018). Thus *coaching* is a process that enables learning and development to improve performance, while *mentoring* is a supportive process of learning and development activities. Hughes stated that a *mentor* is a person who knows, and skills-wise has experience about training and understand well the challenges or obstacles that exist inside it. *The coach* or coach has a performance and performance improvement function. *The coach* engages in professional relationships with other peers, supports learning and development, but does not need to be an expert in the field of his colleagues (Tarusikirwa 2016).

Mentoring is "Both *coaching and mentoring are processes that enable both individual and corporate clients to achieve*

*their full potential*" (Kiyet SELVI 2016). This definition confirms that *Coaching and mentoring* are possible processes individuals and institutions increase the potential of both to the maximum so that they obtain benefits according to their capacity. *Coaching and mentoring are* used every time a time to improve teacher motivation and performance. In all respects, feedback from *coaching and mentoring* must be specific, factual, and objective (Belmore 2013).

In the context of teacher training, mentoring is expected to help and encourage the creation of new understandings related to teaching methods, gain new ideas, and understand what is needed to improve learning methods (Widyasari and Yaumi 2015). The mentoring activity referred to in this research is *mentoring*, which is an activity that supports learning. There are four types of activities *mentoring*: 1) *Career guide*, namely mentoring that aims enhancing one's development through career guidance, counseling and activities face to face, 2) *Information source*, which provides information related to what expected someone either formally or informally, 3) *Friend*, interaction with students socially and provide information about someone, 4) *Intellectual guide*, this type of mentoring tries to improve the balanced relationship between mentor with mentored people, creating collaboration on project research and can provide constructive criticism and feedback (Tanang and Abu 2014).

### Teacher competence

Competence is a combination of personal, scientific, technological, social, and spiritual, which kaffah forms a standard of teacher professional competence, which includes material mastery, student understanding, educational learning, self-development, and professionalism (Mulyasa 2009). Teacher competence affects whether or not the learning and education objectives are achieved in schools. Teacher competence is influenced by educational background, teaching experience, and teaching length (Hamzah B Uno 2011). Teacher competence is a description of the behavior of teachers or education personnel (Uno, 2007). Teacher competency standards consist of competencies pedagogical, personal competence, social competence, and professional competence (Minister of National Education, 2007).

Educational reform impacts teacher competence, the development of teacher education, and the results of scientific work in education. "Competence is defined as" a set of knowledge, skills, and experiences needed for the future, which are manifested in activities. "He also underlined that competence is" the knowledge, skills, attitudes, values, motivation, and beliefs that people need to succeed in a job. "General understanding regarding teacher competence is divided into three main areas, namely field competence, pedagogical competence, and cultural competence. Teacher professional competence can consist of different dimensions in addition to the three main areas" (Kiyet SELVI 2016). Selvi explained the competence of teachers in differentiating into three fields, namely field competence and pedagogical competence cultural competence. Meanwhile, professional competence is made in different dimensions. However, Selvi said that experienced teachers must have curriculum competence, lifelong learning competence, social competence, culture,

emotional competence, communication competence, ICT competence, environmental competence, field competence, and research competence. (Kiyomet SELVI 2016).

**Methodology**

This study uses a qualitative approach with a multi-site method to determine what training assistance models are needed by national level outstanding teachers in Indonesia. Participants in this study consisted of high achieving teachers at the national level in 2019 and 2018, principals, supervisors, and elements of the district or municipal education offices. Participant data was taken from winning teachers with outstanding achievements at the Ministry of Education and Culture of the Republic of Indonesia. The complete participants' data is, as shown in table 1.

**Table 1:** Pasticipants Information.

No	Position	Provincial
1	Teacher	West Java
2	Teacher	DKI Jakarta
3	Teacher	Banten
4	Teacher	Central Java
5	Teacher	DI Yogyakarta
6	Teacher	East Java
7	Headmaster	DKI Jakarta
8	Education Agency	Banten
9	Superintendent	West Java

Data collection was carried out through documentation studies of the criteria for national achievement teachers of the Ministry of Education and Culture, interviews with the topic of a talk about the requirements for selecting outstanding teachers, questionnaires about participant perceptions regarding the criteria for evaluating outstanding teachers, which consisted of training in information technology-based learning media, writing classroom action research, training in making modules or textbooks, writing articles in national journals, and public speaking training as well as discussion group forums to get information about the urgency of the five training activities. Interviews and discussion group forums were conducted through zoom meetings, while questionnaires were given on google form. Data analysis techniques use data reduction, data presentation, and verification according to the Miles and Huberman model (Miles, Huberman, and Saldaña 2014). At the same time, data validity was carried out through credibility, transferability, dependability, and accuracy (Miles et al., 2014).

**Result and Discussion**

**Result**

The results of the study state that before teachers enter the selection period for high-achieving teachers at the education unit, sub-district, city/district, provincial and national levels, teachers must have pedagogic, personality, social and professional competence. These four competencies are the foundation of teachers in preparing a prestigious event for outstanding teachers. Many elements can contribute to assisting to improve the competence of these teachers.

The criteria for evaluating outstanding teachers at the Ministry of Education and Culture in 2018 consist of six aspects, namely portfolio assessment, learning videos, written tests, scientific papers, presentation of scientific papers, and exemplary. First: portfolio assessment is a

document in the form of information about various activities that have been attended by outstanding teacher candidates while being teachers in academic units. Second: the assessment of instructional videos is one part of evaluating the planning and implementation of learning, which is always carried out by outstanding teacher candidates. Third: written test assessments are part of the criteria for assessing outstanding teachers. The written test material consists of teacher competency components, including professional competence, pedagogic competence, personality competence, social competence, and educational insight. Fourth: the assessment of scientific papers prepared by the teacher is the result of Classroom Action Research or Best Practice that the teacher has done during the learning process in the classroom. The five assessments of the presentation of scientific writing articles include aspects of exposure, which consist of clarity or mastery of the material, the attractiveness of the display or attractiveness, management of presentation time, appropriateness of the media used, the relevance of answers questions. Sixth: the assessment of exemplary and noble morals is carried out using two kinds of questionnaires: the ideal questionnaire and the noble character questionnaire.

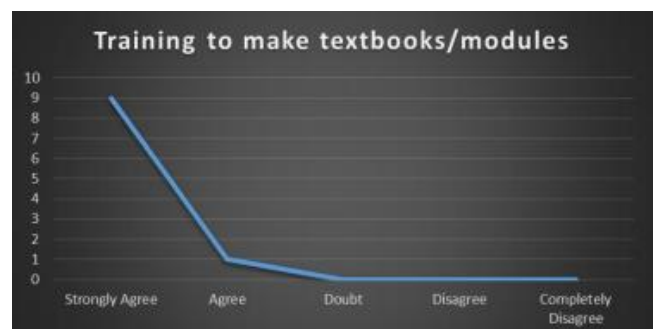
Higher education is one of the parties that can assist with instructional media training, classroom action research writing, writing modules or textbooks, writing articles in national journals, and public speaking training. This is possible because universities have the role of competent Tri Dharma universities to provide the five materials needed by these outstanding teacher candidates.

The results of the questionnaires that have been filled in by outstanding teachers, school principals, supervisors, and elements of the education office illustrate that of the ten research respondents, nine respondents said they strongly agreed to be given training in writing scientific papers, classroom action research, and writing scientific articles. Meanwhile, eight out of ten respondents stated that they strongly agreed to be given IT-based instructional media training for public speaking training by universities.

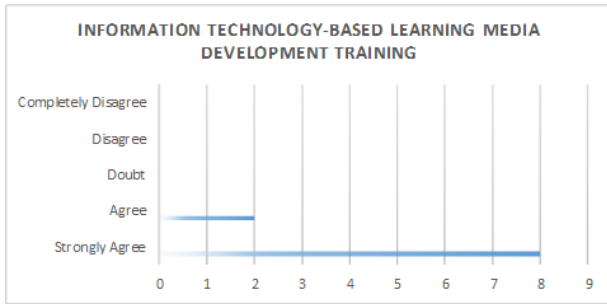
**Graph 1:** Training on Writing Scientific Writing and Classroom Action Research.



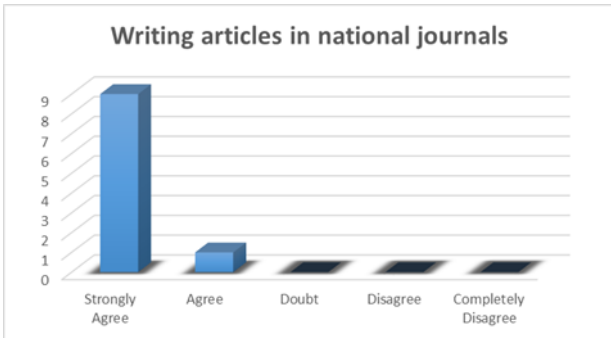
**Graph 2:** Training on Making Textbooks /Modules



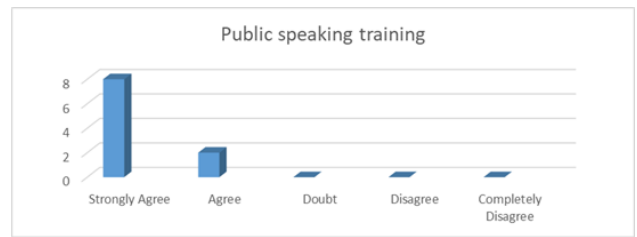
**Graph 3:** Development of Learning Media Based on Information Technology.



**Graph 4:** Article Writing Training in National Journals.



**Graph 5:** Public Speaking Training



The respondent's statement was given after they experienced test and quarantine activities in selecting outstanding teachers national level in 2019 and 2018 ago. Meanwhile, in 2020 the government of the Republic of Indonesia will eliminate the selection of outstanding teachers due to the coronavirus disease (covid-19) pandemic.

The results of document analysis on the criteria for outstanding teachers juxtaposed with the results of a group discussion forum between outstanding teacher winners, school principals, supervisors, and agency elements stated that the model map for the outstanding teacher mentoring program is as shown in table 1.

**Table 2:** The Model Map for the Outstanding Teacher Mentoring Program

No	Mentoring	Mentoring	Subject	Indicators	Time	Continuity of Program	
						Person in charge	Financing
1	Portfolio	Research methodology training and classroom action research	<ol style="list-style-type: none"> <li>Introduction</li> <li>Theory Study</li> <li>Research Methodology</li> <li>Results and Discussion</li> <li>Conclusions and Suggestions</li> <li>Bibliography</li> </ol>	<ol style="list-style-type: none"> <li>Have knowledge of quantitative and qualitative research methodologies</li> <li>Having knowledge about PTK</li> <li>Able to compile proposals and reports on quantitative and qualitative research results</li> <li>Able to compile proposals and PTK reports</li> </ol>	3 Lesson hours	Principals of schools and colleges	Independent Teacher
		Textbook / Module Making Training	<ol style="list-style-type: none"> <li>Basic Concept of Teaching Materials</li> <li>Writing Techniques and Linguistic Aspects of Teaching Material</li> <li>Preparation of the Concept Map for Teaching Materials</li> <li>Content Development of Teaching Materials</li> <li>Evaluation of Teaching Materials</li> </ol>	<ol style="list-style-type: none"> <li>Have an understanding of the basic concepts of teaching materials</li> <li>Able to understand teaching material writing techniques</li> <li>Able to compile teaching materials</li> <li>Able to develop teaching material content and learning evaluation</li> </ol>	5 Lesson hours	Principals of schools and colleges	Independent Teacher
2	Tutorial video	Information Technology-based Learning Media Development Training	<ol style="list-style-type: none"> <li>Selection of Learning Media</li> <li>Writing Story Board</li> <li>Development of IT-Based Learning</li> </ol>	<ol style="list-style-type: none"> <li>Preliminary activities</li> <li>Core activities</li> <li>Evaluation Closing.</li> </ol>	5 Lesson hours	Principals of schools and colleges	Independent teacher

			4. Media Evaluation of Learning Media				
3	Scientific papers	1. Training to make reputable journal articles	1. Selection of titles 2. Abstract and introduction 3. Materials and Methods 4. Research results 5. Citation and plagiarism 6. Tips for success in breaking into a reputable journal Review articles		4 Lesson hours	Principals of schools and colleges	
4	Presentation of Scientific Writing	Public Speaking Training	1. Exposure 2. Material discussed in the presentation 3. Attitude in Presentation		3 Lesson hours	Principals of schools and colleges	Independent teacher

### Discussion

Teachers' Professional Development Model is a treatment for teachers to improve competence and skills to achieve. Three TPD concepts: (a) *Standardized TPD programs, focus on rapid dissemination of specific skills and content, often via a "cascade" or "train-the-trainer" approach.* (b) *School-centered TPD focus 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* (Questions 2017). Professionalism development teachers have a significant impact on the teaching process and teacher behavior in the classroom. Youngs (2001) describes four models of teacher professional development, namely *teachers' networks, the use of consultants and inter-visitations, students' assessments, and school improvement plants* (Villegas-reimers 2003). The model provides strengthening competencies and teaching skills and impacts community development, continuity, and increased human resources for education (Aliyyah, et al. 2020).

Meanwhile, Parsloe defines *Coaching as "a process that enables learning and development to occur and thus performance to improve* (Charin et al., 2015). *Mentoring defined as "a process which supports learning and development"*(Fantini 2018). Thus *coaching* is a process that enables learning and development to improve performance, while *mentoring* is a supportive process of learning and development activities. Hughes stated that a *mentor* is a person who knows, and skills-wise has experience about training and understand well the challenges or obstacles that exist inside it. *The coach* or coach has a performance and performance improvement function. *Coach* engage in professional relationships with other colleagues, support learning and development, but does not need to be an expert in his colleagues' field (Tarusikirwa 2016).

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individuals and institutions to increase their potential to the maximum to obtain benefits according to their capacity. *Coaching* and *mentoring* are used every time a time to

improve teacher motivation and performance. In all respects, feedback from *coaching* and *mentoring* must be specific, factual, and objective (Belmore 2013).

In the context of teacher training, mentoring is expected to help and encourage creating new understandings related to how to teach, acquire new ideas, and understand what is needed to improve learning methods (Widyasari and Yaumi 2015). The mentoring activity referred to in this research is *mentoring*, which is an activity that supports learning. There are four types of activities *mentoring*: 1) *Career guide*, namely mentoring that aims enhancing one's development through career guidance, counseling and activities face to face, 2) *Information source*, which provides information related to what expected someone either formally or informally, 3) *Friend*, interaction with students socially and provide information about someone, 4) *Intellectual guide*, this type of mentoring tries to improve the balanced relationship between mentor with mentored people, creating collaboration on project research and can provide constructive criticism and feedback (Tanang and Abu 2014).

Teacher competence is a combination of personal, scientific, technological, social, and spiritual which kaffah form the standard competency of the teaching profession includes mastery of the material, understanding of students, educational learning, personal development and professionalism (Mulyasa 2009), (Aliyyah, Widyasari, et al. 2019). Teacher competence affects the achievement of learning objectives and education in schools. Teacher competence is influenced by educational background, teaching experience, and teaching length (Hamzah B Uno 2011). Teacher competence is a description of the qualitative nature of the behavior of teachers or education personnel (Uno 2007), (Aliyyah, et al. 2019). Teacher competency standards consist of pedagogical competencies, personal competence, social competence, and professional competence (Minister of National Education, 2007).

Educational reform impacts teacher competence, the development of teacher education, and the results of scientific work in education. "*Competence is defined as a set of knowledge, skills, and experiences needed for the future, which are manifested in activities. Besides that, competence is also the knowledge, skills, attitudes, values, motivation, and beliefs that people need to succeed in a job. General understanding of teacher competence is divided*

into three main areas, namely field competence, pedagogical competence, and cultural competence. Teacher professional competence can consist of different dimensions in addition to the three main areas." (Kiyemet SELVI 2016), (Dixon and Pilkington 2017). Selvi explaining that teacher competence is differentiated into three areas, namely field competence, pedagogic competence, and cultural competence. While professional competencies are created in a different dimension. However, Selvi stated that experienced teachers must have curriculum competence, lifelong learning competence, social competence, cultural competence, emotional competence, communication competence, ICT competence, environmental competence, field competence, and research competence (Kiyemet SELVI 2016), (Kaendler et al. 2014). Teacher assessment is a comprehensive development and growth (Aliyyah et al., 2020) (Aliyyah et al., 2020). The National Education Association in Teacher Assessment and Evaluation states, "The core objective of teacher assessment and evaluation should be to strengthen the knowledge, skills, dispositions, and classroom practice of professional educators. This goal fosters student growth and learning while inspiring great teachers to stay inside class (Cowan and Goldhaber 2016) (Fantini 2018). The main objective of teacher assessment and evaluation is to strengthen classroom knowledge, skills, dispositions, and classroom practice as professional educators. Another opinion says, "The current policy discourse on teacher evaluation is mired in Overly frequent reward-and-punishment frameworks aim 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 top. Under. Such a simple approach not only ignores the complexity of teaching but also ignores the true purpose of teacher assessment and evaluation (Fantini 2018), (Elliott 2015), (Kruit et al. 2018). Teacher evaluation is intended to measure teacher effectiveness, categorize and rank teachers, provide rewards for those who excel, provide assistance to those who lack competence. Meanwhile, the principal's role is critical in successfully implementing the outstanding primary school teacher program. The research results state that: In light of the products that have been reached, the researchers recommend the following: Activating school principals' role by giving them more significant authorities to take measures that enhance the concept of intellectual security (Waswas and Gasaymeh 2017). Good collaboration between all education stakeholders will help mentor outstanding primary school teacher programs (Adu-gyamfi et al., 2019). The model of mentoring outstanding primary school teachers can be an alternative education stakeholder to realize the success of the outstanding teacher program in Indonesia so that all teachers are ready to compete in the era of the industrial revolution 5.0.

### Conclusion

Higher education has a role in assisting prospective teachers who excel to get training in writing scientific papers and classroom action research, module or textbook creation training, information technology-based instructional media training, article writing training in national journals, and public speaking training. Meanwhile, indicators of other outstanding teacher assessment criteria can be provided by the principal, school supervisors, teacher working groups, and the education office.

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