



An Attempt to Improve Teachers' Commitment to Carrying Out Their Duties Through Coaching Activities at SDN 007 Sialang Godang Bandar Petalangan in Pelalawan

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ABSTRACT

This paper examines whether the teacher's commitment to carrying out assignments can be increased through coaching at SDN 007 Sialang Godang Bandar Petalangan in Pelalawan. Based on the description of the background, identification, and limitation of the problems, the research is focused on an attempt to increase teacher commitment in carrying out their duties through coaching activities at SDN 007 Sialang Godang Bandar Petalangan in Pelalawan. This school action research was carried out at SDN 007 Sialang Godang Bandar Petalangan in Pelalawan. Under the supervision of the principal himself, it was selected because it totally supports the principal's task to determine and try to increase teacher commitment in carrying out their duties through coaching activities. The research was conducted in two cycles. The duration of the research was approximately two months and up to now the training is still being held occasionally, but in other schools. Hence, this research started in September 2022 and ended in October 2022. based on the description of data processing and discussion, it is concluded that the teacher's commitment to carrying out their duties was obtained in cycle I at 64% in the good category and increased to 84% in the good category in cycle II. It means that coaching activities to increase teacher commitment in carrying out their duties at SDN 007 Sialang Godang Bandar Petalangan in Pelalawan are considered successful.

Keywords: *coaching activities, teacher commitment in carrying out their duties, elementary school teachers*

Submitted	Accepted	Published
21 Agustus 2023	11 September 2023	30 September 2023

Citation	:	Indarwati, Y. (2023). An Attempt to Improve Teachers' Commitment to Carrying Out Their Duties Through Coaching Activities at SDN 007 Sialang Godang Bandar Petalangan in Pelalawan. <i>Jurnal PAJAR (Pendidikan dan Pengajaran)</i> , 7(5), 1056-1062. DOI: http://dx.doi.org/10.33578/pjr.v7i5.9635 .
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INTRODUCTION

In an educational activity, the learning process is the core of education, this is because learning is an activity designed to help someone learn a new skill or value (Bahri, 2014). Thus learning is assistance provided by educators so that the process of acquiring knowledge and knowledge can occur, mastering skills and character and forming attitudes and beliefs in students. In other words, learning is a process to help students learn well (Ariana, 2022). Learning activities need to be planned and implemented properly so that the results of these learning activities are of good quality or in accordance with the educational goals that have been formulated, because the better the quality of education organized by a nation, the followed by the better quality of the nation (Nurmaini, Djasmu & Suntoro, 2015; Ma'sum, 2017; Summary, 2020; Rianae, Berliani & Dagau, 2020).

Learning that can be said to be good or effective is "learning that allows students to learn specific skills, knowledge and attitudes and that makes students happy (Setiawan et al., 2020). To achieve effective learning requires the involvement of teachers and students together and the availability of an educational environment that supports these learning activities (Nababan et al., 2020). One of the successes in implementing learning and achieving the quality of learning is influenced by teacher performance, this is because the teacher is the subject of implementing learning, the teacher makes planning learning activities and it is he who will carry out the planning, if the teacher carries out learning in a professional manner, then of course the learning outcomes will be For this reason, good teacher performance is really needed to carry out their duties and responsibilities in carrying out learning as well as possible, besides that teachers are also required to be innovative, pro-active, and can make students active in learning (Baroroh, & Muyasaroh, 2020).

Teachers have a very big role in an educational institution. The teacher is the person responsible for carrying out teaching and learning activities. Therefore teachers should have dedication, enthusiasm for work, responsibility in carrying out their duties as educators who directly deal with students and who play a major role in improving the quality of education and determining whether educational goals are achieved or not. This means that the teacher is the determining factor in achieving educational goals in schools. (Ana, 2018; Safitri, 2020). A good teacher is a teacher who has a high personality, namely a teacher who views education as a tool to improve the welfare of mankind and serves enthusiastically and responsibly to his work, therefore it is the teacher who must play an active role in the implementation of learning so that the results are the same. much better (Asmiyati, 2018).

In the teaching or teaching and learning process the teacher plays the role of director as well as actor. That is, it is the teacher's duties and responsibilities to plan and carry out teaching in schools. For example, in teaching modules, the role of the teacher as a learning guide is actually very important (Rusmiyati, 2018; Ahmad, 2019). The Law of the Republic of Indonesia Number 14 of 2005 emphasizes that the teaching profession and the teaching profession are special fields of work that are carried out based on principles, among others, having a commitment to improve the quality of education, faith, piety, and noble character. Meanwhile, in the Law of the Republic of Indonesia Number 20 of 2003 it is stated that educators and educational staff are obliged, among other things, to have a professional commitment to improve the quality of education.

Commitment is crucial in human resource management, because it has a significant impact on the organization. Achieving the mission/objectives of the organization is only possible if it can guarantee the commitment of its workers and with undiminished creativity (Jannah, 2014). Commitment will be able to improve quality and productivity, higher commitment can facilitate higher productivity (Wibowo, 2011).

Based on observations, phenomena were found, including: 1) There were some teachers who taught at a school for only a few months, after moving to another school, 2) Lack of achievements by teachers, especially at the provincial level, such as selecting outstanding teachers, 3) Teachers' concern for schools is still lacking, this phenomenon can be seen from the existence of teachers who do not attend school meetings, 4) There are some teachers who have not carried out their duties in accordance with applicable regulations, 5) Lack of teacher initiative in developing teaching creativity such as holding media and learning resources that are able to develop children's imagination, and 6) There are some teachers who deny joint decisions taken through teacher council meetings, such as not attending school farewell events, not attending religious holiday commemorations. The purpose of this study was to increase teacher commitment in carrying out their duties through coaching activities at SDN 007 Sialang Godang, Bandar Petalangan District, Pelalawan Regency.

METHOD

The type of this research is School Action Research (PTS) located at SDN 007 Sialang Godang, Bandar Petalangan District, Pelalawan Regency, which is aimed at teachers. The main reason is from the results of observations and information from the teacher, that the teacher's commitment to carrying out the task is still relatively lacking. The time of this research was carried out in September 2022. The population in this study were all teachers at SDN 007 Sialang Godang, Bandar Petalangan District, Pelalawan Regency, totaling 18 people. This research consisted of 2 cycles, while each cycle was carried out in 2 meetings. Every cycle blanket *planning* (plan), *action* (action), *observation* (observation), and *reflection* (reflection) (Arikunto, 2016). Data collection techniques through observation, interviews and evaluation tests to obtain data on teacher competency results. Data were analyzed qualitatively and presented in tabular form. P procedure on action This:

Planning/preparation

In the planning or preparation stage of this action, the steps taken are as follows: Setting operational goals, make worksheets and arrange teacher worksheets to find out the Teacher's Commitment in Carrying

Out the Task, prepare a format for observing the learning process which consists of situations of teaching and learning activities, teacher activeness in learning, compile a teacher's commitment measurement sheet in carrying out assignments.

Action Implementation

Researchers focus on material so that the objectives of implementing this research can be achieved, researchers create adequate communication between resource persons and participants, researchers conduct guidance and objective assessment of the participants, researchers make use of resources such as involving several competent teachers to help carry out research, researchers provide guidance on teacher skills in teaching through teacher working groups (KKG), researchers provide guidance on teacher skills in teaching through supervision, researchers provide guidance on teacher skills in teaching through seminar workshops, researchers provide guidance on teacher skills in teaching through education and training.

Observation

Observations or observations made in this study were carried out by colleagues who were willing to become observers in this study using the observation format that had been provided. The aspects observed include coaching activities and teacher commitment in carrying out their duties.

Reflection

After the learning improvement is carried out, the researcher and the observer collaborate and analyze the results of the learning process carried out, so that the successes and weaknesses of the learning that have been carried out are known. The results of the data analysis serve as the basis for the next cycle, so that between cycle I and cycle II there is continuity and it is hoped that the weaknesses in the first cycle can be used as a basis for improvement in the next cycle.

RESULTS AND DISCUSSION

The results of the research in cycle I showed that the Aspect of Teacher Commitment in Carrying Out Tasks in Cycle I had not yet reached the set indicators of completeness. This indicates that the guidance provided by researchers still needs better planning by taking into account the weaknesses and strengths that have been identified in cycle I as the basis for improvement in cycle II.

Table 1. Comparison of Coaching Activities in Cycles I and II

Ket	Percentage of Classical Activeness	Category
Cycle I	65%	Pretty good
Cycle II	95%	Very good

From the table above it is known that from the aspect of supervision activities it is known that from cycle I it increased in cycle II. If in cycle I got an achievement score of 65% then in cycle II it was better by getting an achievement score of 95%. To make it clearer, it can also be seen in curve 1.

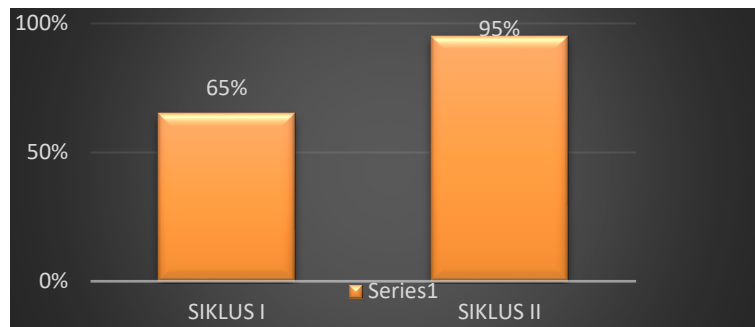


Figure 1. Curve of Comparison of Coaching Activities in Cycles I and II

The increase in the delivery of material by researchers who are also facilitators also has implications for increasing teacher commitment in carrying out assignments.

Table 2. Comparison of Teacher Commitment in Carrying Out Tasks in Cycles I and II

Ket	Classical Percentage	Category
Cycle I	64%	Pretty good
Cycle II	84%	Good

In the aspect of Teacher Commitment in Carrying Out Tasks, it was found in cycle I by 64% in the good category and in cycle II it increased to 89% in the very good category. To make it clearer, it can be seen in the following curve.

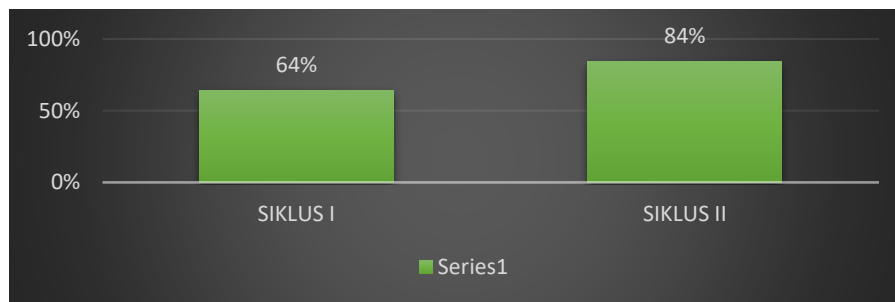


Figure 2. Curve of Comparison of Teacher Commitment to Carry Out Cycle I and II Tasks

Discussion

The increase in coaching activities from cycle I to cycle II has implications for teacher commitment in carrying out tasks. Thus, if this success has been achieved, there is no need for the next cycle. According to Choiriatun (2020) states that a good learning process is to enable the main learning objectives to be achieved properly. Teacher performance is a condition that shows the ability of a teacher to carry out his duties at school and illustrates the existence of an action displayed by the teacher during learning activities (Supardi, 2013).

Coaching by providing proper supervision is an activity that creates proper conditions for continued professional growth of teachers (Mu'alimin et al., 2021). In connection with the expectations put forward, in an effort to improve the quality of education, the professionalism of teachers must be systematically mobilized, through forums for teacher professional development, to realize what is desired, is very dependent on the

efforts of teachers in carrying out their duties, increasing organizational commitment. this needs to be done through increased guidance and application of relevant regulations, so that efforts to improve the quality of education are supported by the presence of qualified teachers, dedication, discipline that is quite high (Lorensius et al., 2022).

The principal always provides guidance and direction as well as supervision to teachers in carrying out the learning process which can increase the commitment and competence of teachers in carrying out their duties (Harahap, 2023). Because the ability of a teacher to understand the competencies possessed greatly determines the success of his students, because students will develop if the teacher is able to develop himself (Aqil et al., 2020). One component that determines student learning outcomes is the teacher (Komariyah & Wahyudi, 2018).

The teacher is one of the human elements in the educational process, in the educational process at school, the teacher has a dual task, namely as teachers and educators. As a teacher the teacher is in charge of pouring numbers lesson material into the brains of students, while the teacher as an educator tasked with guiding and fostering students to become moral human beings capable, active, creative, and independent (Annury, 2018). In this case the teacher have the required competence to perform educational tasks and teaching, competencies here include knowledge, attitudes, and skills professional, whether personal, social, and academic (Mardhiah, Yusrizal & Usman, 2014). Teacher personality characteristics include, cognitive flexibility, and openness psychologically, teachers are expected to be able to compete and work professionally (Zahroh, 2015). So that efforts to increase teacher commitment in carrying out their duties through coaching activities were well achieved at SDN 007 Sialang Godang, Bandar Petalangan District, Pelalawan Regency.

CONCLUSIONS AND RECOMMENDATION

From the description of data processing and discussion, it can be concluded that the teacher's commitment to carrying out the task was obtained in cycle I by 64% in the good category and in cycle II it increased to 84% in the good category. This means that coaching activities in increasing teacher commitment in carrying out tasks at SDN 007 Sialang Godang, Bandar Petalangan District, Pelalawan Regency are said to be successful.

Based on the research findings above, and considering that the Implementation of Coaching Activities can Increase Teacher Commitment in Carrying Out Assignments at SDN 007 Sialang Godang, Bandar Petalangan District, Pelalawan Regency , it is suggested that the need for an increase in these activities in the future. In this regard, it is suggested to various parties to follow up on the results of this research. For school principals to increase teacher commitment in carrying out tasks by providing guidance to improve the quality of education, coaching for teachers is necessary and must be carried out to increase teacher commitment in carrying out tasks.

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