

Empowerment Strategy of Teacher and Educational Personnel towards Excellent School in Wetland Environment



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ABSTRACT: The goal of this research was to describe how teachers could be empowered to create better schools. This research used qualitative methods. In this research, data was gathered through in-depth interviews, observation of all school management activities linked to teacher and education personnel empowerment, and related documentation with school activities. The data analysis technique employed in this research was interactive technique from Mile Huberman (2014), which included data collection, data condensation, data display (data presentation), and drawing conclusions. The findings of this research were socialization of vision and values nobility based on local wisdom, commitment formation together, improve competence, and offering autonomy to create and invent, build communication, and give recognition as well as award.

KEYWORDS: empowerment strategy, teachers, education personnel, superior schools, wetland environment

INTRODUCTION

Tahar, A., Setiadi, PB, & Rahayu, S. (2022) breakthrough technology creates opportunities in the economic, social, and development fields personal self, but intelligence artificial will take over human work. Resource quality has become an absolute need in the era of industrial revolution 4.0, and in the era of society 5.0., resources quality will be produced through a quality or superior educational process. As a result, the education sector is attempting to provide high-quality educational services in response to societal demands 5.0.. Superior school management will result in quality service (Suriansyah, 2017).

Building superior school management framework of governance and service side with notice factor superiority encompassing school leadership factors and school management implementation (Amelia et al., 2019). Even in the absence of suitable buildings and infrastructure, superior school administration can be implemented if supported by capable and trustworthy resources in effective school principal leadership (Nguyen et al., 2020; Suriansyah, 2017).

A school can be good theoretically if it is organized in two dimensions. First, there is the hard dimension, which takes the form of structure, organization, policy, funding, facilities, and practice school facilities, among other things. Second, the soft dimension, which is related to the human side of organizations (aspect humanity in organizations), encompasses values, beliefs, culture, and behavioral norms. Experts in educational administration believe that the second component is more significant on school success (Chiar, M., 2009). According to a research of findings that discovered that with empowerment become one (Amelia et al., 2019; Aslamiah et al., 2019; Suriansyah, 2017). Empowerment is the process of giving a teacher the ability to decide whether a technique of teaching is good or not, and then to make their own option to complete a problem teaching that is encountered in the classroom so that they can work with higher and better performance. Sparks (2013) noted that all teachers must continue to renew their knowledge and talents throughout their careers because knowledge and technology evolve at a rapid pace, requiring teachers to continue to grow. Teacher empowerment is critical because it allows teachers to get new perspectives on the teaching process and to learn new teaching strategies. This will have a good influence since teachers who have been educated to use diverse teaching strategies are more likely to apply techniques taught to their students (Chisman and Crandall, 2007).

Professional teachers are also accountable for delivering educational objectives in an efficient manner. Aside from that, the teacher has a strategic role in efforts to build the character of the nation, therefore teachers are creators of study settings to educate students in a planned, methodical, and ongoing manner (Kamaruddin, K., Djailani, AR, & Murniati, AR, 2014). Forefry, N. (2017) found that improving the quality of learning outcomes necessitates a policy process on teacher empowerment in schools, planning teacher empowerment strategies focusing on aspects of increasing teacher ability or competency, implementing teacher empowerment programs in the form of providing guidance, leadership, regulation, control, and giving facility to others, and the impact of teacher empowerment strategies lies in the quality of teacher performance, both academic and nonacademic to improve the quality of education.

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According to the preliminary study, the number of schools that had good successes was also properly managed, but there are a number of schools that still have bad performance and demonstrate poor management, while having a similar number of teaching personnel and educational strata. However, the fundamental problem is that there are schools that have not yet achieved excellent schools, and there are successes that come from being one of the reasons for the problem.

Bafadal et al., (2020) discovered that institutional quality rises. The important point is that education is attained through the application of integrated quality management governance, superb leadership, superior, humanism, effective, and efficient service, and cooperation resources. If we dig further, one of the factors in achieving outstanding schools is the geographical location of the school. For example, because the school is located in a wetland environment, it has a variety of characteristics and obstacles, such as peatland areas, rivers, swamps, lakes, plain floods, and rice fields. Wetland regions exhibit a variety of activities and represent a form of life from public local to wisdom local. Students who are also part of resident wetland environments have wisdom in their respective local and have become typical as residents of river and swamp areas. An area in wetland areas with a challenge to exceptional schools, such as elementary schools in North Hulu Sungai Regency. The unique management of elementary schools towards superior schools in wetland environments has given rise to numerous fresh results concerning superior school models in the region wetland environment. The local Education Department has made specific provisions to help the school achieve its aim of creating a culture of excellence. Aside from that, school principals in North Hulu Sungai must develop their own techniques for empowering teachers in the classroom. Based on this context, the goal of this research is to outline how to empower teachers in order to create outstanding schools.

METHOD

The purpose of this research was to describe how teachers could be empowered to create better schools. This research employed qualitative methods. Researchers in qualitative research used action research as a major instrument (key instrument). School principals and teachers served as key informants in this research. Since the purpose of this research was to investigate a model for establishing excellent elementary schools in the wetland setting of North Hulu Sungai Regency. This key informant would evolve in accordance with the demand for data mining in the field, hence key informants were determined using the snowball technique. Six sub-districts in North Hulu Sungai Regency met the criteria for an excellent wetland-based school. The region was chosen with the premise that schools in the outskirts and peri-urban areas could achieve improved administration. Data collection in this research was gathered through in-depth interviews, observations, and documentation. To put to the test, the validity of the data used in this research. The following was a technique: Triangulation was carried out in this research. The method of data triangulation used was triangulation of sources and techniques. Confirmability occurred when the researcher confirmed the data collected from the information source (key informant) to assure the accuracy and dependability of data obtained from multiple sources. Researchers conducted data reliability tests with each other to verify the relationships between the data acquired were in accordance with the research topic. In contrast, the data analysis technique employed in this research was interactive technique from Mile Huberman (2014), which included data collection, data condensation, data display (data presentation), and drawing conclusions.

RESULTS

At the research location, the results of data gathering via interviews were given in-depth observations and documentation. Data was collected in as many research settings as feasible, including six elementary schools that met the stated criteria, as determined by document data and statements issued by approved institutions. Based on the findings of interviews, observations, and supporting papers, as well as confirmation of the data gathered (as angulated data validity, method sources, and conformability), the focus of this research on teacher empowerment in outstanding schools was identified as the following strategies:

Table 1: Research findings

Research focus	Research Findings
Strategy for empowering teachers and education personnel	Build a common perception in order to form high commitment among all teachers in the school. Intensively socialize the meaning of the vision, mission and motto of excellence to all school components, including parents and other stakeholders. Empowerment and involvement of teachers in all activities is based on suitability of competence with the activities carried out. Teacher empowerment takes into account the experience and skills possessed by them in previous activities.

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	<p>Socialize and instill a philosophy based on local wisdom, such as: <i>pedal baimbai, gawi manuntung</i>, never give up, <i>waja sampai kaputing</i>, dalas it is warm but it is looking cold.</p> <p>Empowerment and increase teacher involvement using religious values, such as: Baiti Jannati, work is worship, good work for the good of many people is charity.</p> <p>Instill school corporate spirit with the expression ready for change, steady (independent, skilled, religious, and achievement).</p> <p>Build intensive and family communication in schools as well as the principle of deliberation in every school policy making to foster a sense of ownership in each teacher.</p> <p>Widely provide an opportunity for teachers to be creative and innovative in designing programs and activities carried out by schools towards excellence.</p> <p>Increase teacher competency for various innovative activities of excellence.</p> <p>Monitor and evaluate.</p>
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It could be concluded that the strategy was to empower teachers and education personnel in the implementation of various programs toward excellence carried out by the principal, beginning with activity socialization of vision and values nobility based on local wisdom, and then continuing with the formation of commitment together. Forming this commitment was a specific technique for school principals because the program would not be completed optimally if no one committed to it. Superior school principals recognized that commitment alone was insufficient unless it was followed by growing teachers' competency in carrying out their tasks through training, seminars, and workshops, as well as benchmarking to other schools that were already well advanced. Providing autonomy for superior school principals received special attention for their originality and innovation, since this autonomy gives birth to a variety of effective and efficient activity execution ways. As a result, the principle consistently prioritized formal and informal communication. Teachers that were effectively implemented activities in such a way that innovation received recognition and accolades. According to the study findings, teachers had a significant influence in the success of the learning process in school by managing every part of the class while increasing the quality of learning to achieve the goal. Teachers had a significant role in both teaching and managing classes and schools. If the teacher did not work well, learning would be ineffective, and students would fall behind in terms of progress and needs in an ever-changing world. Simply said, teacher performance demonstrated the capacity to carry out their duties in an efficient, creative, inventive, and responsible manner. The role of a teacher was critical to the success of education (Herry, H., Lian, B., & Fitriani, Y. (2020).

Sari, E., Sihaloho, R., Sutomo, S., & Arum, WSA (2021) discovered that school principals carried out their role as educators, managers, administrators, supervisors, leaders, innovators, and motivators, so that teachers had shown affective, continuous, and normative commitment; and the principal's role as educator, manager, supervisor, and leader had proven to be more dominant in improving teacher commitment. It might be stated that developing a similarity perception in order to generate a high commitment to all teachers in the school would be a significant help in achieving outstanding schools.

We might see the advantages of socialization from two perspectives: employees and organizations (Kamaroellah, RA, 2014). The most crucial component was to intensively socialize the meaning of vision, mission, and motto of excellence, as well as philosophy. Since socialization was a component of education, the components in the school included teachers and education staffs understood with a clear vision, mission, and school motto.

Susanto, R., Sofyan, H., Rozali, YA, Nisa, MA, Umri, CA, Nurlinda, B. D., & Lestari, TH (2020) discovered the significance of teacher participation in all activities based on competence for growing teacher knowledge. Thus, research findings showed that it was vital for teachers to participate in activities to enhance competency and experience, which was consistent with field findings. In addition, teachers were given the opportunity to be creative and innovative while planning programs and activities. Kurniawan, H., & Hasanah, E. (2021) found that school principals also provided freedom. The goals of freedom were for teachers to be creative and for teachers to be more creative in learning so that students could digest lesson well. Freedom could also provide a chance for the teacher to use existing learning media while creating and developing innovation and creativity, of course in accordance with the rules that apply at school. Teachers could increase creativity in learning by allowing students to utilize media freely, express themselves freely, and think freely.

Building an intensive communication and family friendly environment at school were also the effective empowerment strategies. According to (Juliani, S., 2021), the role of the principal as a supervisor was to evaluate teachers, the role of the principal as a leader was to prepare the school's vision, mission, as well as goals, and the role of the principal as a motivator was that the principal provided motivation to parents at all times meeting for appeal and giving motivation with the principal and teachers for advance school quality.

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Importance of teacher empowerment and increased teacher involvement in religiously suitable study of findings by Sauri, S. (2010) that stated that coaching oriented teacher professionalism to the four primary competences as indicated above must be combined with conception education value. In the case of developing pedagogical competence, for example, apart from teachers, they must control characteristics of students from the physical, moral, spiritual, social, cultural, emotional, and intellectual, as well as master teachers' theory learning and the principles of educational learning. Teachers must also be equipped on how to carry out education or education-based learning processes value, various approach in education mark such as approach planting values, cognitive development approach, value analysis approach, approach clarification values, and learning approaches to action must be controlled by the teachers, so that they did not only carry out functions formally, but rather went beyond that to make genuine efforts in developing students with character.

Empowerment was derived from the word empower, which had two meanings: to give power to (grant power, divert power, or delegate authority to other parties) and to give capacity to enable (effort for giving ability). According to (Mulyasa, E, 2004), empowerment was the effort of providing resources, opportunities, information, and skills to someone in order to strengthen their capacity to control their own lives and to participate in and impact the life of the community. For the growth of society (community), empowerment must be addressed. Empowerment that could be developed in an organization was to ensure the success of the organization's empowerment process.

The most significant aspect was that it could not be divorced from empowerment, namely monitoring and evaluation, which was one single element of overall quality management that could establish a habitual work and culture work to improve culture and quality work if done strategically and on time. Monitoring and evaluation (monev) was carried out for teachers and educational staffs in order to ensure service quality (in the cultural meaning). Work quality was one of the most essential aspects of the entire quality management model. According to Zhao (2003), excellent education might be judged by student satisfaction and satisfaction of external customers such as society and parents. This could only be accomplished through monitoring and evaluation (monev) on a regular and continuing basis (Jong and Hartog, 2007). In addition, according to Blazey et al. (2003), monitoring was essential to fulfill goals since accurate, exact, and objective information was collected from activities here. Keep going with bait appropriate and relevant feedback for more inventive behavioral improvements, including behavior culture quality. Kinanti, YC (2016) showed that strategies for implementing school quality improvements attempt to guard communication with partners, constantly update cooperation, have a significant capital of trust, and the school always holds evaluation during activities completed.

CONCLUSIONS

The principal's strategy for empowering teachers and education professionals in implementing various programs toward excellence began with socialization of vision and values nobility based on local wisdom, commitment formation together, improve competence, and offering autonomy to create and invent, build communication, and give recognition as well as award.

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