

Performance Management and Quality Culture Reflection towards the Professional Teachers of the ASEAN Economic Community Era

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Abstract

Educational problems are so complex. It spurs so fast and moves dynamically through time and place, and those which are stagnant and rigid will be crushed. What Umar bin Khattab has said, "Educate your son according to his time" indicate that education moves over the times and places that continually change, and it necessitates renewal in all aspects, reinforced by the circumstance that today all information is easily accessed from the virtual world due to technological advances so that innovation becomes imperative. The organizational quality culture cannot be denied. It is last guardian of the continuity of education in addition to continuous improvement on the quality of educators. Otherwise, though not obvious, there will be a substitution of players with tight competition as globalization spreads in every sector. Every society knows that it is the education as a pioneer. Quality is not accidental work. It is sustained by the curriculum and educational system, and most importantly the professionalism of educators, for being the spearhead creators of creative, skilled and innovative resources, because people who truly have expertise (skilled labor) will survive in the ASEAN market, and hopefully Indonesian teachers can be ones

Keywords: organizational quality culture, professional teacher, globalization

Abstrak

Permasalahan pendidikan begitu kompleks, ia melesat begitu cepat, bergerak dinamis mengaliri waktu dan tempat, yang stagnan dan kaku akan tergilas. Sebagaimana juga apa yang telah disampaikan oleh Umar bin Khattab, "Didiklah anakmu sesuai dengan zamannya" memahami bahwa pendidikan bergerak di atas zaman dan tempat yang terus berubah, dan ia meniscayakan pembaruan di segala aspek, diperkuat dengan keadaan bahwa saat ini segala informasi sangat mudah didapat dari dunia maya berkat kemajuan teknologi, inovasi menjadi keharusan. Pencanaan budaya mutu organisasi menjadi hal yang tidak dapat dinafikan, menjadi penjaga akhir keberlangsungan pendidikan di samping perbaikan terus menerus pada kualitas pendidik, jika tidak, meski belum kentara, akan terjadi pergantian pemain dengan kompetisi ketat seiring meluasnya globalisasi di setiap sektor, dan tiap masyarakat tahu, bahwa mata dunia tertuju pada dunia pendidikan sebagai pelopor, kualitas bukan kerja kebetulan, ia ditopang oleh kurikulum dan sistem pendidikan, dan yang terpenting profesionalisme pendidik, karena menjadi ujung tombak pencetak sumberdaya kreatif, terampil dan inovatif, karena seseorang yang benar-benar memiliki keahlian terampil (*skilled labor*) akan bertahan melenggang ke pasar ASEAN, semoga Guru Indonesia mampu.

Kata kunci: budaya mutu organisasi, guru profesional, globalisasi

Introduction

The flow of globalization is widespread, and Indonesian citizens are already in an era in which they have to interact with the world community (read: the ASEAN Economic Community). Certainly the competition of life is no longer with neighbors or various ethnic groups, but with outsiders who are educated and trained competitively, marked by the increasing tight competition of ideology, technology and information. Society is in the world without any limit. Each individual and organization race to find identity in the world community, and educational institutions do too.

Talking about education or teachers inevitably means discussing "problems". Every time the educational discourse is held, as if our paths were blocked by various transversions. However, this phenomenon does not dampen the spirit of academics and practitioners to keep discussing it. It has been a hot issue discussed in central discourse and seminars, at school / college level, district and provincial level, national and international level. This is because the importance of education in the process of disclosure and the attainment of the purpose of life. In the perspective of religion, education requires human beings with the overall potential that has been conferred, become creatures who have the opportunity to serve as 'representative of God', in order to maintain and guide the entire universe to achieve the purpose of their creation as khalifatullah which is basically their responsibility in the framework of their devotion as Abdullah. The purpose of education in Islam is the same as the creation of man, that is to become a human servant of Allah 'abdullah' as well as the delegate of God of the universe, 'khalifatullah'. What becomes a common thread in finding the intersection between the masyiatullah 'the will of God' and the masyiatul 'ibad 'the will of man' is only achieved through education. Thus, it is very urgent for the entire human beings to conduct education, because without education, the purposes of human's life will not be achieved.

To achieve the educational goals, professional educators are obviously required. Experts have formulated indicators of professionalism, and this paper examines the professionalism of educators. This paper discusses the reflection of the quality culture towards the professional teachers in the ASEAN Economic Community era in 2016, and tries to find its theoretical implications for the current education organization. The conditions of education in developing countries, such as in Indonesia, can be seen from two apparent points. Firstly, priority is still given to the basic assumptions about the quantity aspect, which is the result of the demand from law or even political policy. Secondly, education is only for the elite society, as it is seen that little priority is given to the lower-class society, less than the need for quality education for the masses. This means that the quality is not optimal, and education is not equitable. All of these facts make developing countries left behind.

The implication of these two things is the number of students are big, and the process of education is not optimal leading to low quality of education which affects the quality of human resources. With low quality, the output of educational institutions has lower competitiveness than qualified educational institutions or countries that prioritize the quality of education. Muhaimin (2011) concluded that the professionalism of teachers in Indonesia experienced what is termed as a violent illness, either from the aspect of input, distribution, academic quality, scientific activity or feasibility or mastery in their field. It is revealed based on the data of teacher quality which showed at least 50% of teachers in Indonesia do not have quality according to national education standardization. Based on HDI statistic data, there are 60% of elementary school teachers, 40% of junior high schools, 43% of senior high school, 34% of vocational schools who are considered unfit to teach in their respective levels. In addition, 17.2% of teachers or equivalent to 69.477 teachers teach not in their field of study

(mismatch). Indonesia based on the release of United Nations Development Program (UNDP) in 2014 with data source in 2013, was in position of 108 out of 187 countries with the result of calculation of HDI 0.684. This was an increase from 0.471 in 1980 to the present that is in the range of 45.3%. If it is averaged each year, it has an increase of 1.14%. Human Development Index (HDI) is ranked 121 out of 187 countries. HDI of Indonesians rose 3 ranks in 2012 compared to the previous year which occupied position 124 out of 187 countries in the world. The value of Indonesian HDI is seen from human development in the middle class. For the improvement of teacher professionalism, the Government has provided various training and development programs. They are workshops, seminars, socialization, formal education, and even teacher professional allowances that are given as motivation to improve their competence, and various other things. However, it is perceived that such activities are not effective and efficient. All kinds of training and development have been done, but the changes are not significant. This is because the training and development tend to focus on individuals rather than groups. Teachers, who have attended the training, are required or forced to deliver it and serve as examples to colleagues at the school or institution he or she is in. In fact, it is known that the number of teachers in schools who do not get such training and development is more and they are indifferent. The dominant factor of teachers who do not receive the training leads to the unfinished training and development.

A holistic new approach is needed in an educational institution to improve teacher professionalism. It means that an educational institution has to develop the teachers and educational staffs to improve their professionalism regularly and continuously through organizational culture management. Schein (1989) defines the organizational culture as a shared assumption pattern learned by members of the organization as a solution in encountering external adaptation and internal integration, and it goes well, so it is considered appropriate and taught to new members to be perceived, thought, and felt as the right way in dealing with various problems in the organization. In order to improve the quality of professionalism, it takes a good organizational culture management within a purposeful, planned, and structured institution. This approach is a group or educational institution approach in improving the professionalism of teachers and other educational personnels.

Discussion

Organizational quality culture

In English terms, culture is derived from the Latin *cultura*, which means caring or care. In terms of Indonesian, culture is called by the term *budaya*. It is derived from the Sanskrit, *buddhaya* as the plural form of *buddhi* meaning sense. In Big Indonesian Dictionary, it is mentioned that *budaya* is mind and sense. In Arabic terms, the word *culture* is called *tsaqafa* which means intelligent, understanding quickly, obtained and known. From the language definitions between *culture*, *cultura*, and *budaya*, it is indicated that culture is the result of thinking to maintain or nurture the survival of living beings.

Quality definitions

In Big Indonesian Dictionary, quality is a measure of goodness or badness of an object, level, degree (intelligence, etc.) or quality. Quality is the ability of a product or service that can meet customers' need, expectation, or satisfaction. Customers in education are grouped into two, namely internal and external customers. Quality can be defined as something that

satisfies and exceeds the wants and needs of customers. This definition is also called quality in perception. There are some definitions of quality concepts in the book of Quality Management of Education according to experts. According to Juran (1993), product quality is the suitability of the use of products (fitness for use) to meet customers' needs and satisfaction. The fitness is based on five main characteristics, namely (1) technology, i.e: strength; (2) psychology, i.e: sense or status; (3) time, i.e: reliability; (4) contractual, i.e: guarantee; (5) ethics, i.e courtesy. According to Crosby (1979), quality is conformance to requirement that is in accordance with the required or standardized. A product has quality when it meets predetermined standards or quality criteria. Such quality standards include raw materials, production processes, and finished products (Crosby, 1979). According to Deming (1982) quality is conformity with the needs of the market or consumer. A qualified company is a company that controls market share because its products fit the needs of consumers, resulting in their satisfaction. If consumers feel satisfied, they will be loyal to buy the company's product either in the form of goods or services.

Feigenbaum (1986) states that quality is full customer satisfaction. A product is considered qualified if it can provide utmost satisfaction to the consumer, which fits consumer's expectations of the product. Garvi and Davis (1994) also explain that quality is a condition associated with products, labor, processes, tasks and environments that meet or exceed customer's expectations. Quality of education is conformance to a set of education standards. From some concepts of quality explained by experts, it can be concluded that the quality of education is a measure associated with customer satisfaction of a product (education) or in accordance with educational standards and has value. It cannot be denied that everyone agrees to the effort to improve the quality of education. The only problem that arises is the lack of similar perception towards the meaning of the quality. Therefore it is necessary to have a clear understanding of the variations of the meaning of quality, or else the quality will only be a mere slogan. An understanding of variations in the meaning of quality is necessary as the first step in the discussion of total quality management (TQM). Quality is a very dynamic idea. Organizations that adhere to the TQM concept see quality as a thing defined by their customers. Customers are referees of quality and institutions themselves will not be able to survive without them. The TQM institution must use all means to explore the needs of its customers. Quality can be defined as something that satisfies and exceeds the wants and needs of the customer.

Quality urgency

Quality urgency can be seen in two perspectives, namely operational and marketing management. From the perspective of operational management, product quality is one of the important policies in improving the competitiveness of a product that must give satisfaction to the consumers more than or at least equal to the product quality of the competitors. From the marketing management perspective, product quality is one of the main components in the marketing, namely product, price, promotion, and distribution channels that can increase sales volume and expand the company's market share. Problems of product quality, both in the form of goods and services for the company or industry and the quality of graduates for educational institutions become one very important thing. A qualified product and graduate enabling product and graduates users get satisfaction. If users are satisfied, they will loyally use the products and graduates of these educational institutions. If consumers of products and graduates of educational institutions become more loyal, a company and educational

institution will be comparative and competitive in production for the company and in conducting educational processes for educational institutions.

Quality characteristics

According to Usman (2009) in his book *Management: Theory, Practice, and Educational Research*, said that the quality has 13 characteristics as follows:

1. Performance: relates to the functional aspects of the school. For example: teacher's good performance in teaching, giving convincing explanation, healthy and diligent, and preparing complete teaching material. Educational and administrative services of the school are good indicated by high learning outcomes, many graduates, few dropouts, and on time graduation. Due to good performance, the school can become a favorite school
2. Timeliness: completed with a reasonable time. For example: starting and ending lessons on time, test duration is appropriate, the deadline for homework is appropriate, the duration for teacher's promotion is appropriate.
3. Reliability: excellent services last long. For example: the excellent services are provided by the school, the quality of school is kept up, and becoming a favorite school from year to year and the school wins certain championship from year to year.
4. Endurance. For example: despite crisis, the school still exists. Students and teachers are not pessimistic.
5. Aesthetics. For example: the exterior and interior of the school are laid out attractively. The garden is planted with flowers and well maintained. Teachers make interesting educational media. School residents look neat.
6. Personal interface: uphold moral values and professionalism. For example: people in the school respect each other, they are democratic, and they appreciate professionalism.
7. Easy of use. Facilities and infrastructure are used. For example: school rules are easy to apply, library books are easy to borrow and returned on time, teachers' explanation is easy to understand, and exercises are easy to understand.
8. Feature: certain advantages. For example: almost all graduates of the school are accepted in favorite university, students are excellent in English, ICT, scientific work, art, or sport.
9. Conformance to specification): meet certain standards. For example: the school meets Minimum Service Standards, the school meets the minimum standard of national exam, the school meets the ISO 9001: 2000, or the school meets the TOEFL with a score of 650.
10. Consistency: constant or stable. For example: The quality of the school from the past to the present has not decreased. People in the school are consistent between their words and acts, they do not lie, they keep their promise, and they do not betray when they are trusted.
11. Uniformity): without variation, not mixed. For example: school has uniform for students and teachers. Schools implement rules to anybody without exception.
12. Service ability: able to give excellent service. For example: the school provides a suggestion box and suggestions are considered, and the school is able to provide its prime services to the school's customers so that all customers are satisfied.
13. Accuracy: accuracy in service. For example: the school is able to provide services which fit what customers want, teachers are not wrong in assessing the students, all school residents work carefully, or school hours are on schedule.

Harvey and Stensaker (2008) distinguish five ways to determine quality in the educational context: 'excellence, perfection, or consistency, fitness for purpose, value for

money "and transformation. Five ways to determine quality are: product-oriented, production or design-oriented, customer-oriented, value-oriented, transcendence-oriented. Product orientation implies that the choice of measurable characteristics must be present to some degree before we can talk about quality. The disadvantage is that the characteristics are not obtained at the beginning. It takes an institution with the authority to decide on the characteristics and criteria. Accreditation Institution of Higher education is charged to these efforts, with assessors having a lot of difficulties in determining the set of criteria applicable to different educational settings, with different missions, strategies and contextual features.

The design approach is quality-oriented. The quality criteria are not determined by external authority but by the product designer. Quality is the consistency between the characteristics determined before the production and the characteristics of the product delivered to the customer. Product design firstly requires product specifications. This approach involves standardizing of production and process control. It is in accordance with the core principles of the quality system and the guidelines of the International Standards Organization (ISO): "say what you do, and do what you say".

The customer-oriented approach is the emanation of the main principle of TQM, which is the fulfillment of customers' needs and expectations. The disadvantage of this approach is that customers can have limited insights only in their own needs or unrealistic expectations can be held; many clients only have short-term visions on their own needs. The argument is often mentioned when customer orientation is introduced in educational settings, especially regarding new students in college. Blindly following students' expectations and wishes can have a negative effect on the quality of education.

The fourth approach is value-oriented and based on values for the principle of money. In transcendence approach, the concept of quality is close to the word excellence and reputation. Quality is a label associated with a product, service or organization as a whole, as a result of a remarkable consensus on high-level quality. Quality is done by building the image and the formation of long-term quality image often based on tradition. Emphasis on improving accountability in society in general, and particularly in education, the current reputation based on tradition is no longer sufficient to receive the public quality label or community license to operate.

Deconstruction of the concept of quality can support the debate about the meanings as well as the tools of quality management in higher education. The most important challenge for Universities and colleges, as well as for accreditation institution, is not the first place to make a radical choice among five quality approaches to explore possibilities and to integrate elements of five different approaches in a consistent and controlled way (Berings, 2008).

Quality culture

After discussing the concept of quality, the definition of quality culture will be described which the concept is blended with the concept of organizational culture. Bering (2008) states that "quality culture is an organisational culture which contributes to the development of effective and efficient care for quality. Robbins (1994) in Organization Theory provide definitions of organizational culture such as "dominant values supported by the organization", "the philosophy that guides the organization's policy toward employees and customers", "the way the work is done there," and "the basic assumptions and beliefs that exist among the members of the organization ". From the various definitions, the central theme of organizational culture refers to a system of shared concepts. Robbins and Judge (2007) state that organizational culture "... is a system of shared meaning held by members

that distinguishes the organization from other organizations.”. Daft (2007) also mentions that it is “... the set of key values, beliefs, and norms, shared by members of an organization. Schein (1989) also explains that it “... is a pattern of shared basic assumptions that the group learned as it solved its problem of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think and feel in relations to these problems”. Gibson et al. (2004) define it as “what employees perceive and how this perception creates a pattern of beliefs, values, and expectations”.

From these definitions, it can be concluded that organizational culture is about sharing two important components namely the visible and the invisible. In Schein's opinion, the visible is called an artifact; the invisible is divided into two parts: espoused value and underlying assumption. From the various definitions, it is shown that organizational culture provides benefits such as; differentiate the organization from others, provide solutions to adapt to external conditions and integrate internal organizations.

Culture in organizations

In every organization, there is a pattern of beliefs, rituals, myths, and practices that have developed over time. All of these in turn create a common understanding among members about how organizations are and how members behave. Daft (2007) shows that culture is at two levels. The first is the visible artifacts that appear and behavior (visible) - the way people dress and behave symbols, stories, and associations where members share. And the basic values, assumptions, beliefs, and processes of thinking are the essence of culture (invisible). Schein (1989) mentions that stories, symbols, languages, rituals and ceremonies are something that is visible and is a model of artifact level. While something is invisible according to him are on two levels of espoused value and basic assumption (basic assumption). Artifacts are in a visible position, in which there are various phenomena that a person can see, hear, and feel when the person meets in a new group with an unfamiliar culture. Espoused Value is a concept of behavior that should be attained by an organization's members. The concept becomes the guideline for selecting or evaluating the organization. Basic underlying assumptions are at the core of organizational culture and are in many ways influenced by the assumptions that prevail in the organization. This assumption is based on the nature of the relationship to (1) reality and truth, (2) time, (3) space, (4) man with his nature, (5) man with his activity, and (6) man with man.

According to Robbins (1994), the most potential media in the socialization of organizational culture are stories, rituals, material symbols, and language. The story is a story that tells the founders of the organization, important decisions that have an impact on the organization's future course, and on top management today. Then the story is linked to the present situation and the past situation and provides explanations and validity for the actions implemented now.

Rituals are used as formalization techniques for members who are expected to have a strong and long-lasting impact on the organization. Besides being used as a formalization technique, ritual is also a tool for continuing culture. This means that in the ritual it expresses and reinforces the core values of the organization, what are the important goals, which ones are important and which ones can be improved. Gibson et al (2004) define the value as follows, "values are the conscious, affective desires or wants of people that guide their behavior". Daft (2007) mentions that the important thing is organizational ethics namely "which is the set of values governing behavior with respect to what is right or wrong". The

value of a person will guide the behavior of individuals in their work or outside. If a person has such a set of values, it becomes important, because it will guide the person and show consistent behavior in various situations. Thus, the value becomes a group idea of a good or bad thing that is delivered from generation to generation. Schein (1989) stresses that value is a belief that results from the actions of managers over the solution of the challenges he faces, so that it becomes a guide in determining right and wrong attitude. This belief is shared with the people of the organization. However, there is a difference between the same or parallel values with the basic assumptions with values arising as a result, or rationalization, or merely aspirations for the future. The first is the value, and the second is the basic assumption. As exemplified, organization's strategy, goals, and philosophy are parts of the value of the organization. According to Robbins (1989), value and basic assumption can be seen from individual's behavior in character characterized as organizational personality. The characters are individual initiatives, tolerance of risky action, direction, integration, and support from management, control, identity, reward systems, conflict tolerance, and communication patterns. The characters include the structural and behavioral dimensions. Structural dimensions include direction, management support, control, communication patterns, and reward systems. Behavioral dimensions include individual initiative, tolerance to risky action, integration, identity, and tolerance to conflict. Schein (1989) explains that the basic assumption stems from the solution given by the leader over a problem, and the solution is repeated and taken for granted in the individual organizations. Thus, before being taken for granted the citizens of the organization make an agreement about the nature of time and place: human nature and human behavior; the nature of the truth and how to explore it; the right path for individuals and groups to relate to one another; the relative importance of work, family and self-development; rules on men and women; and the nature of the family. Hence, there is an understanding that the basic assumptions of those things when taken for granted, are the deepest part of the organizational culture.

Teacher professionalism

The nature of professionalism

The term professional refers to some definitions with some derivation. Professionals are usually close to the word "expert" in a particular field, which is the opposite of the word "amateur". Ahmad Tafsir defines that professionalism is a notion that teaches that every work must be done by a professional person. The word "profession" comes from the Greek language *prophaino* meaning "publicly declared" and in Latin it is called *professio* used to denote public statements made by a person who intends to occupy a public office. Roman politicians should make a public profession in order to establish that the candidate meets the requirements required to hold public office. The oath of doctors who will carry out his profession describes a public promise to devote him to the profession as it should be. Professionalism is the attitude of a professional and professional means to do something as the main job, as a "profession" and not as an activity in leisure times or as a hobby. The profession among its connotations refers to a work perpetrated by principals on the basis of a public pledge and an oath that they will carry out their duties properly and will dedicate themselves to the task. A professional offers services in accordance with the rules in his field and receives a salary in exchange for his services. He has and become a legal entity or organization protected by the law.

Teachers as professionals imply that the work of teachers can only be done by someone who has academic qualifications, competencies, and educator certificates in accordance with the requirements for each particular type and level of education. Furthermore it is explained that the profession of teachers and lecturers is a special field of work carried out based on the principles of idealism, commitment, academic qualifications and background in accordance with the duties, and they have competence, responsibility, legal protection, professional organizations, and earn income. Professionalism of teachers can mean a professional teacher, a teacher who is capable of planning a teaching and learning program, conducting and leading the teaching-learning process, assessing the progress of teaching and learning process, utilizing the results of the assessment of teaching, learning progress and other information in the refinement of teaching and learning process.

Epistemology of educator professionalism

Competence of teachers that must be owned, in accordance with Law No. 14 year 2005, include pedagogic competence, personality competence, social competence, and professional competence obtained through professional education. In line with this context, Sehertian presents four criteria of professional educators including the meaning of expert, responsibility, dynamic and reformist spirit, and have a sense of well-being.

Based on the juridical foundations and opinions above, the term professional contains a broader meaning than simply appointing people with technical skills. An educator who has a high quality of teaching for example, not necessarily make it as a professional educator. Simply understood that the professional teacher is a teacher who meets the criteria: 1) have academic qualifications; 2) have competence, which is a set of knowledge, skills, and behavior that must be owned, experienced, and mastered by teachers or lecturers in performing professional duties. Teacher competence includes pedagogic competence, personality competence, social competence, and professional competence gained through professional education; 3) have educator certificate; and 4) have physical and spiritual health and have the ability to realize the goals of national education. The goal of national education leads to 10 goals of education, namely the growing potential of learners to become believers and to be devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

Development of teacher competencies

One theory that can be used as the basis for the formation of one's competence is the field theory pioneered by Kurt Lewin. The origin of the field theory itself departs from the theory of Gestalt psychology, pioneered by three German psychologists, namely Max Wertheimer, Kohler, and Kofka, where in their theory mentioned that a person's ability is determined by an organized psychophysical field similar to that of the gravitational field. Kurt Lewin developed this theory by positioning a person to gain competence because of the surrounding gravitational field that contributes to the individual's potential. That is, individual competence is influenced and shaped by the environment in which the view of learning technology environment is positioned as a learning resource. In addition, the information system is obtained by a person from his environment in the form of experience obtained empirically through observation, scientific knowledge received from formal education, and skills that do independently color the formation of his own competence. Individual competence can also be formed because of the innate potential and the environment. The

theory underlying this idea is the convergence theory pioneered by William Stern. According to this theory, personal development and one's competence are the result of a cooperative process between heredity and environment. Each individual is a fusion or convergence of internal factors (inner potentials) with external factors (environment including education). However, if the environment does not support and develop the good heredity, the good heredity will become latent (stay asleep). Vice versa, when heredity is not good, but the environment allows and support, the ideal competence will be achieved. It indicates that to develop the competence of teachers can be seen from the quality of teacher's innate, the condition of the teacher's environment, and the combination of innate and environmental qualities, in other words convergence.

Teacher development is intended to stimulate, maintain, and improve the quality of staff in solving organizational problems. Furthermore, it is said that the development of teachers based on the needs of the institution is important, but what more important is that the individual teacher needs to undergo the process of professionalization. Because the substance of the study and the learning context always evolves and changes according to the dimension of space and time, teachers are required to always improve their competence. Danim (2011) mentions the four domains available to realize a truly professional teacher. Namely: (1) Provision of university-based teachers; (2) Induction of school-based novice teachers; (3) Professionalization of teachers based on institutional initiatives; and (4) Professionalization of individual-based teachers. Mentioned by Danim (2011), that individual-based teacher professionalism requires teachers to be self-motivated, self-disciplined, self-evaluated, self-conscious, self-developed, true learner, communicate effectively, empathize with everyone, and uphold teachers' ethical code. From the various models presented by these experts, there may be many ways to improve teacher's competence. And a professional teacher is required to always develop and develop his competence, to be in line with the improvement of the quality of learning and quality of science.

Axiology of teachers' professionalism

The development of science and technology requires people to continue to learn. Teachers who are in a position of progress, stagnant and careless are left behind, so that the continuous improvement of teachers' professionalism is needed. The development of teachers' professionalism that includes coaching and training aims to improve the teaching and learning process in which teachers and students are involved, through a series of actions, guidance and direction. Improvement of the teaching and learning process through the improvement of professional teachers is expected to contribute to improving the quality of education.

According to Danim (2011), the development of teachers' professionalism is intended to meet three needs: firstly, the social need to improve the ability of an efficient and humane education system and adapt to the preparation of social needs; secondly, the need to find ways to help educational staff in order to develop personally broadly; and third, the need to develop and encourage his personal life, as well as to help his students in developing desires and beliefs to meet personal demands that are in line with their basic potential.

Educators are the spearhead of education, expected to learn lifelong in line with the knowledge they need to support their work and face the challenges and advancements of science and technology. Teachers are not required to possess all knowledge, but they should have sufficient knowledge in accordance with what they need, where to obtain it, and how to interpret it.

In the context of development management of educator resources, it can actually be done in two ways, namely top down, from superiors to subordinates in the form of training and development or so-called coaching and bottom up, namely the development of educators through empowerment. Empowerment makes people more capable to solve their own problems by providing trust and authority so as to foster a sense of responsibility towards professional educators.

Based on the capabilities possessed by professional teachers, education in its existence is expected to be accomplished comprehensively and simultaneously between making scientific skills and making scientific attitude. There is integration among values and attitudes, knowledge, intelligence, skills, as well as communication skills and awareness of environmental ecology. The context of the educational model referred to the curriculum must be tailored to the needs of students (child oriented) and is not oriented to the needs of teachers (teacher oriented) which are partial.

Teachers in the era of globalization

The launching of the Asean Economic Community (AEC) or in the Indonesian language referred to *Masyarakat Ekonomi ASEAN (MEA)* is part of a broadly influential globalization process, including the demand on improving the quality of teachers. Muhtaram (1998) states that be a teacher who is able to deliver all the nation's children to survive in the global social transformation arena that gives birth to various paradoxes. In the terms of UNESCO, as described in Tilaar (1998), the paradox is named "tensions" which include things between: 1) global and local, 2) universal and individual, 3) traditional and modernity, 4) long-term and short-term programs, 5) the need to compete and equal opportunity for everyone, 6) rapid advancement of science and technology and limited human capacity to absorb it, and 7) spiritual and material. Long before that, John Naisbiit in Megatrend 2000 saw the paradox of the world community by ten points: 1. The Industrial Society became the Information Society; 2. Forced Technologies into High Tech / High Touch; 3. National Economy to World Economy; 4. Short Term to Long Term; 5. Centralized to Decentralization; 6. Institutional Aid to Self Help; 7. Representative Democracy into Participatory Democracy; 8. Hierarchy to Network; 9. North to South; and 10. One becomes a Multiple Choice.

Berings (2008) in his explanation about the reflection of the quality culture mentions Building Block in the education world among the three values of skepticism held in the traditional academic setting towards total Quality Management (TQM) which is the paradox between innovation toward tradition, collective orientation and individual specialization, and control system and self-determination. A high degree of autonomy among academic professionals describes a self-perspective that they do not like to be managed, and a top-down technocratic and technological approach will backfire in academic settings. Hence, to manage professional teachers as intellectual workers (in Peter F. Drucker's description called knowledge worker) is by using the TQM approach so that it can be elaborated, that management is basically looking for creative answers to fundamental disagreements (Quinn, 1988) and the idea that working in a culture of quality is essentially a dialectical effort (Harvey & Stensaker, 2008). Teachers in the global era are required to have progress, internal integration and external adaptation. Teachers are not only experts in the sense of mastering the contents of the lesson, but also experts in the sense of instilling the concept of educational messages, to form a holistic personality, and not partial personality. Teachers are not only supposed to be good at transferring knowledge, but also transferring culture and value.

Through learning, teachers are expected to be able to empower aspects of cognition, affective, and skills.

Teachers also implement ICT in the learning process by adapting the rapid development of technology, especially information and communication technology (ICT). Several terms are known related to E-Learning model that utilizes internet technology, including distance learning, distance education, telelearning, online learning and e-training. Telelearning is a relationship between people and sources that use media communication technology and learning as its purpose (Munir, 2008). While, online-learning is the same as web-based learning. Online learning is a partial utilization of technology-based learning and describes the lesson via internet, intranet or extranet. E-learning is a technology-based learning, encompassing a number of applications and processes, including computer-based learning, web-based learning, virtual classrooms and digital collaboration. There is another term that is e-training that describes a company or institution as a training provider using eLearning. Distance learning is a process of bringing interactive information and learning information addressed to students at a time, place and look (shape). Distance education is a learning situation between tutors and students separated by time or place. Larger learning controls are in students than tutors, and communication between tutors / teachers and students uses media in communication technology.

The development of entrepreneurial culture is also a part of the education concerns in the era of globalization, as a process of innovation and creation. Experts agree that what is meant by entrepreneurship involves three behaviors: creative, commitment (high motivation and full responsibility), and risks and failure taking. In order to make the development of entrepreneurship culture run well, teachers and all education providers must be able to create innovation and creativity, have a strong motivation, never give up and always seek the best solution, have entrepreneurial instincts as learning sources for students, and provide exemplary for teachers especially about competence of entrepreneurship. It is also necessary to establish close cooperation with the world of industry because the industrial world absorbs the most labor from graduates. Expecting teachers to be professional certainly cannot be separated from the background where the intended teacher studied and were trained. The indicator of success or failure is the process of them in becoming a teacher, namely in the Institute of Education and Education Personnel (LPTK) who produce them. Which factor is the most dominant cause among the input, process and academic quality of teachers should be studied further. Taking into account some of the educational tendencies of the globalization era above, the organizers of PTK must be supported by high competitiveness, so as to be able to answer all challenges. Hence, building a strong LPTK institution, including in PTAI FTK, requires the main components as described Aceng (1998) namely: a). Governance: duties and responsibilities and functional coordination among institutional leaders; b). Standard and working procedures: the embodiment of bureaucratic rules in the management process; c). Discipline: commitment and obedience, followed by high creativity; d). Quality control, with the concept of Total Quality Control systemically which includes input, process and output factors.

Teacher professionalism development based on management of organizational quality culture

As it is understood that the essence of teacher professional development is about the development of teacher competence. The competence concerns four matters as in the Ministerial Decree No. 16 Year 2007 about the standard of academic qualification and

teacher competence. In the law mentioned that the expected teacher competence is pedagogic competence, personality competence, social competence, and professional competence.

To improve professionalism requires professionalization action, that is the process of improving the qualifications or ability of members of a profession to achieve the ideal standard criteria of the appearance or deed desired by the profession, in this case the achievement of teacher competence. The process of professional development is realized in two models in general, namely through education and training (in-house training, short courses, internal coaching by schools, further education), and non-education and training (discussion of education issues, seminars, workshops, writing textbook materials, etc.). To realize professionalization activities effectively and efficiently in order to give impact on changes in the organization, it takes a new approach that is group, namely the management of organizational culture. Management of organizational culture is about coordination and control activities in management science. With good coordination and control, it is expected that the achievement of teacher competency can be realized effectively and efficiently. Organizational culture is not necessarily made, and then it is not done in such a way that it becomes a shared assumption. Culture occurs with a long process. In the process, there is not only acceptance from the members of the organization but also rejection. Because in principle to be taken for granted in the individual, there is rejection, mainly from the man himself.

Schein (1989) reveals that leadership and organizational culture is like a coin as two sides have different sides but they are essentially a unity. Thus, according to him, organizational culture is created through leaders and founders. The stages of cultural creation by leaders are as follows:

1. The founders of the organization have their own beliefs.
2. The organization's founders bring these beliefs to one or more people and form a core group. The core group shares its vision and believes in risk.
3. The core group starts its activities within the organization
4. Recruitment of other members into the organization.

What leaders and founders do in adapting external things, and in providing solutions to internal problems serve as guidelines for organizational citizens to behave. To face external problems, Schein (1989) gives some focus to share in the organization. They are:

1. Mission and Strategy, the results of a common understanding of mission points, primary tasks, hidden loads and functions.
2. Goals, development of agreement on goals, as part of the core mission.
3. Means, the development of an agreement on ways to be used in achieving goals, such as organizational structure, division of workers, reward system, and authority system.
4. Measurement, the development of an agreement on criteria to be used in the measure of the extent to which the group works or fulfills objectives, such as information and control system.
5. Correction, the development of an agreement on the correctness of improvement strategies to be used if goals have not been achieved.

And in dealing with internal problems, Schein (1989) gives some focus to share in the organization. They are:

1. Creating a common language and conceptual categories: if group members cannot communicate with others, and understand it, then the organization can not be defined
2. Defining group boundaries and criteria for inclusion and exclusion: the group must be able to define itself, who is inside, and outside, and by what criteria someone determines membership.

3. Distributing power and status, each group has to work hard for its tasks, criteria and rules for how members get, manage, and lose their power. This agreement is crucial to assist members in managing a sense of aggressiveness.
4. Developing norms of intimacy, friendship, and love: each group has to works hard in its rules for relationship between groups, relationship between the sexes, and for the ways in which there is openness and intimacy to use in the context of managing organizational tasks. The attachment in this case is crucial to help manage affective and love.
5. Defining and allocating rewards and punishment: each group must know what is a heroic deed and what is wrong, and must provide an appreciation agreement on what is rewarded and what is punishable.
6. Explaining the unexplainable - ideology and religion: every group as every society will face unexplained moments which must be given meaning. Therefor, there must be given meaning so that members can respond to it and avoid anxiety from the deal with things that are unexplainable and uncotrollable.

What Schein (1989) mentions about external adaptation and internal integration is what becomes part of the organizational culture in facing the changes that occur outside of himself, or within the organization itself. Robbins (1994) provides a way to preserve organizational culture which is by Selection, Top Management, and Socialization. Selection is intended as a process for screening individuals who are compatible with organizational culture, so that it is far from the things that might attack and even disrupt its core values. Top management is that all actions taken by top management have an important impact on organizational culture, and employees are aware of top management behaviors. Socialization is a process of introducing organizational culture to new employees. While the way the employees in learning culture, according to Robbins (1994), is through stories, rituals, material symbols, and language. In line with this, Daft (2008) explains as follows:

1. Rites and ceremonies are the most important artifacts, as they are descriptions, planned activities that become special events and are often the beneficial conditions of the participants. There are four types of rituals: 1) Rites of passage that facilitate the transition of employees in the new social environment; 2) Rites of enhancement that create a strong social identity and improve the status of employees; 3) Rites of renewal which is a reflection of training and development activities that enhance organizational functions; and 4) Rites of integration that create mutual coherence and good taste among employees and increasing commitment within the organization.
2. Stories are narrative stories that originate in historic moments that are repeatedly told to employees and delivered to new employees to inform them about the organization.
3. Symbols are something that represents a mind. It can be said stories, slogans and rituals are symbols.
4. Language is expression, slogan, metaphor or other form of language that has a certain meaning for employees.

By managing artifacts, espoused values, and underlying assumptions within the organization, professional upgrading can be done on target and sustainability. Having such a concept as described above does not necessarily make educational institutions good. It requires qualified management, as described by Widagdo (2015) with education management paradigm, how to build a competitive Education Institution. Based on the description, the management of the educational institution begins to introspect or do self-evaluation of the institution, conduct internal integration and external adaptation, orient the goal of a more programmed implementation based on the vision, mission, work culture that continuously

apply the performance management model from planning, evaluation and follow-up which are not only content-oriented but also process-oriented, not only just asking "how" but also "why", not only giving training but also giving experience.

The organizational aspects of educational institutions ranging from curriculum, teaching model, learning service, academic culture and campus life as well as exposure at national and international level should be taken into account. The stakeholders of educational institutions, from educators and education personnel, students and their families, government, professional associations, business and industry, and stockholders are not ignored. Considering those things, the institution should begin to develop strategies to improve competitiveness, create a healthy organization with accountability and high autonomy, always conduct internal self-evaluation and external accreditation to a quality organization. The direction of the development of education is of course concerned with several things, among them: a) having academic atmosphere, by civilizing the academic community and involving various parties including in the learning process; b) providing ease of access for all lines, from admission process, academic service process, to work market access; c) taking into account the equal distribution of power to all input segments; d) having management of institutions, especially managers at the management level and creating innovation continuously; e) paying attention to continuous quality assurance; f) cooperating (partnership) with the labor market; g) having leadership in managing the institution to achieve efficiency and productivity which is always relevant to the present. With the offered performance management model, hopefully a quality and competitive educational institutions can be born.

Conclusion

Educational quality culture is defined as an organizational culture that supports the development of an effective and efficient quality management approach that enables educational institutions to realize their goals and improve the quality of education and services. Increased professionalism can be done through individual development, observation or assessment, training and development, self-examination or evaluation, as well as non-development and training (individual activities). Whatever the activities, it should be understood that to be professional a teacher does not stop at the implementation of the training and implement it, but he also improves it continuously. For the sustainability of the professionalization of teachers, it takes encouragement from the organization to develop together. In the process of the development, a clear vision, mission, and goals are required. The clarity of these three things will facilitate the coordination and control of the achievement of professionalization activities. The activity is done through the management of a good organizational culture. When the organizational culture within the educational institution is a professional culture, then all policies and actions lead to the development of teacher professionalism. The development can be done through stories of educators' successes, reward events for qualified teachers, examples of top management managers, socialization of vision, mission, and goal of educational institutions, selection of new teachers, training of educators and educational staff about institutional professional culture. The management of these activities should be interpreted with basic assumptions in organizational culture, while the way the teachers study the quality culture in the institution where they serve is through stories, rituals, material symbols, and languages deemed capable by the management as an effort to improve the quality of teachers' professionalism.

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