

RELATIONSHIP ON THE LEVEL OF PLEASURE WORKING IN SCHOOL WITH THE PROFESSIONAL LEVEL OF TEACHERS TEACHING READING LITERATION

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Abstract

The main objective of this study is to answer the following questions. Is there a relationship between the level of pleasure of working in school and the professional level of teachers teaching reading literacy based on PISA 2018. The research method used is quantitative methods. The data in this study uses PISA 2018 data that has been released to the public and has been permitted to be used for research development purposes. The population of this study were teachers teaching 15 year old students who were studying in 2018, while the sample was teachers teaching 15 year old students who took PISA tests in 80 countries. The reason for selecting the sample is that teachers teach students who are taking the 2018 PISA test. The data in this study is in the form of a questionnaire that was answered by teachers in 80 countries, namely 89040 teachers from 80 countries. Based on the results of simple regression analysis, the results show that there is a relationship between the level of pleasure of working in school and the professional level of teachers teaching reading literacy based on PISA 2018 ($P < 0.000$). The conclusion is that statistically there is a relationship between the level of pleasure of working in school and the professional level of teachers teaching reading literacy based on the 2018 PISA. Most of the respondents enjoy working in schools and professionals in teaching reading literacy.

Keywords: work, professional, teaching, PISA

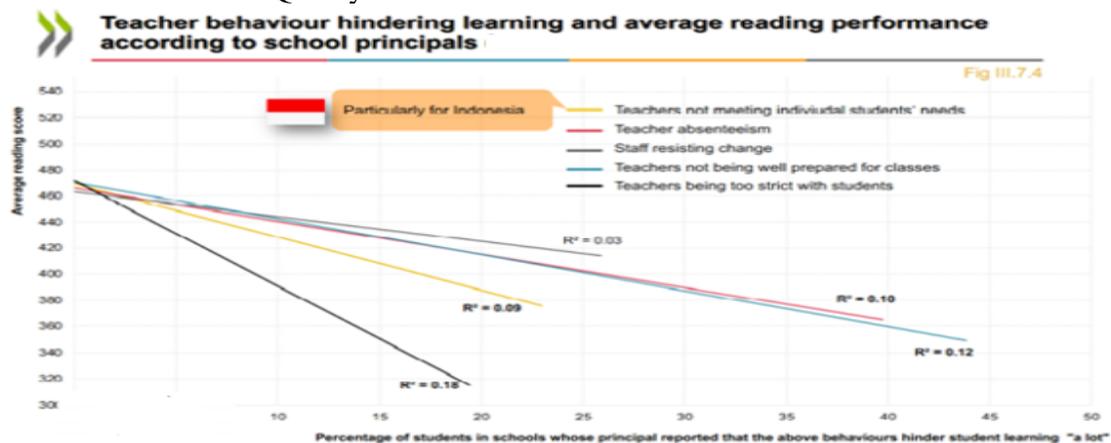
Introduction

Teacher is a position or profession that requires special professional knowledge. Becoming a professional teacher must have four abilities, namely: teaching skills, personality skills, social skills, and professional abilities. This is in accordance with the contents of Law Number 14 Year 2005 Article 10 paragraph 1 concerning Teachers and Lecturers. This means that professional teachers must have good teaching skills, broad insight, master learning media, master technology, have good personalities and are good role models (Fitri, 2021). In learning, the teacher is one of the factors that has the most strategic role, because it is the teacher who most determines the occurrence of the teaching and learning process (Nasution, 2017). Teacher professionalism includes the way teachers think about their profession, why they should be professional, and how they behave and apply knowledge and skills related to their profession (Wardoyo C, Herdiani A, and Sulikah, 2017).

Theoretical Underpinning

According to Kennedy (2005) a teacher must be professional in educating students so that they are ready to face the real world. For this reason, to carry out distance learning a teacher must have professional abilities. Therefore, in order to develop themselves, a teacher must always hone knowledge and skills regarding learning and students. There are several ways that teachers can hone their skills, namely: diligently reading educational books, reading and writing scientific papers, following actual news from the news media, and participating in training (Akbar, 2021). The results of the 2018 PISA study, Table 1, show that there are at least five qualities of teachers in Indonesia that are considered to hinder student learning, because: (1) teachers do not understand students' learning needs (91%), (2) teachers are often absent (90%) , (3) teachers tend to resist change (97%), (4) teachers do not prepare for learning well (88%), and (5) teachers are not flexible in the learning process (92%). These are the things that underlie this research.

Table 1. Teacher Quality of PISA 2018 Results



Source: OECD, PISA 2018 Database, Tables III.B1.7.1 and I.B1.4.

The main problem in this study is the low quality of teaching teachers. The real impact of the five teacher weaknesses related to the professional level of teachers teaching reading literacy, according to the 2018 OECD report is as follows. (1) On average, across OECD countries, 21% of students have missed a day of school and 48% of students arrive late for school in the two weeks preceding the PISA test. In Indonesia, 21% of students have skipped school for a day and 52% of students arrived late for school during that period. In most countries, students who are bullied are more likely to skip school, whereas students who value school, enjoy a better disciplinary climate and receive greater emotional support from parents are less likely to skip school. (2) About 25% of students in Indonesia (OECD average: 26%) reported that, during any or most lessons, their teachers had to wait a long time for students to calm down. (3) As many as 88% of students in Indonesia (OECD average: 74%) agree or strongly agree with their teachers who show satisfaction in teaching. (4) In Indonesia, 75% of students report that their schoolmates cooperate with each other (OECD average: 62%) and 57% report that they compete with each other (OECD average: 50%).

Why this problem should be researched. Based on the results of the 2018 PISA report, why is the quality of teachers in Indonesia low? To answer this question a special study is needed on this subject. PISA for Indonesian teachers is indeed new knowledge and experience related to basic literacy assessment techniques. Teachers have to apply it to the subject being taught about: the technique of making the problem stimulus (context: personal, socio-cultural, scientific), the variety of question forms used, along with the scoring guidelines as in the PISA test. In this case, the professional level of teachers is needed to apply basic literacy to students in the 21st century. So that students can apply basic skills in everyday life including: reading literacy, numeracy, scientific literacy, ICT literacy, financial literacy, and cultural and civic literacy. Profession here can be defined as a job or position that requires expertise, which is obtained through certain education and training, according to special requirements having certain responsibilities and a code of ethics (Najmi, 2021). According to Maksum (2016) that profession is a position that aims to serve the community, namely a career that is carried out throughout life, which is a certain field of knowledge and skills that not everyone can do, to occupy this position requires certain permits and specified special requirements and responsible for the decisions taken (Maksum, 2013: 110). However, the professional attitude of teachers is manifested in the form of behavior, acting tested in carrying out their duties, and being able to control themselves which are expressed through mental-spiritual attitudes, so that they act based on moral values and behave according to their religion and beliefs (Darmadi, 2015: 1). In particular, the implementation of distance learning during the Covid-19 epidemic, teacher competence played an important role, namely being the main determinant of the success of the learning process in Indonesia today (Wahyono, et al., 2020).

The relevance / relevance of the problem with the purpose of this study is whether there is a relationship between the professional level of teaching teachers and the level of pleasure of working in schools based on the 2018 data. The optimal level of teacher professionalism, among others, is supported by the level of pleasure of teachers working in schools. If the teacher's level of pleasure is maximum, work stress is minimal, so that the element of work fatigue is not felt. This is the same as the results of research by Yunus et al. (2021) that work fatigue has a relationship with work stress, the higher the work fatigue will be followed by high work stress or vice versa. Therefore, it is necessary to carry out efforts to control and prevent work fatigue and work stress by workers and the workplace management.

What about the results of existing research. Kirana's research results (2017) conducted a study which found that job demands can lead to an increase in work activities. Increased work activities can trigger work stress that leads to fatigue. So, the higher the degree of work fatigue, the higher the work stress (Mamusung, et al., 2019). According to Mathis and Jackson (2008) to reduce work stress and fatigue factors, a consistent work culture is needed, namely: careful and thorough, teamwork, commitment, loyalty and integrity, and carrying out tasks well. In addition, with regard to teacher professionalism, there is a significant relationship between teacher certification and teacher performance. This shows that the higher the value of teacher certification, the higher the value of teacher performance. (Oktario and Sumianto, 2021). For this reason, a teacher is required to have certain competency standards, namely pedagogic, personality, social, and professional, in order to be said to be professional (Rahmatika, 2021). Teacher

professionalism and work motivation have a positive and significant effect on teacher performance (Dewi, 2015).

If the problem is not immediately researched, the result is that teachers do not immediately correct their weaknesses based on the 2018 OECD report. According to Rahardjo and Anggraini (2016) that job satisfaction is a happy emotional state or positive emotion that comes from a person's job appraisal or work experience. Generally, people will feel satisfied with their work, if what they do is considered to have met their expectations. Employees who have high job satisfaction will view their work as fun, in contrast to employees who have low job satisfaction, they will see their work as boring so that the employee works in a forced state.

When investigating this main problem, the advantage will be to greatly improve the quality of teachers. According to Dewi et al (2018) that the professional ability of teachers has a positive effect on teacher teaching performance. The recommendations put forward are teacher teaching performance: teachers should improve learning planning properly, professional abilities: teachers should attend seminars, trainings and workshops held by schools, work motivation: teachers should always try to foster their morale at school. The results of Safari's research (2019) show that despite policy changes, teacher motivation remains high.

From the various descriptions above, the problem in this study is whether there is a relationship between the level of pleasure of working in school and the professional level of teachers teaching reading literacy based on the 2018 Pisa data.

Research Method

The research method used is a quantitative method. The basis for the use of this method is that it is adjusted to the main objectives of this study, which are to obtain facts from the existing symptoms and seek factual information based on the data of this study. The data in this study uses PISA 2018 data that has been released to the public and has been permitted to be used for research development purposes. The population of this study were teachers teaching 15 year old students who were studying in 2018, while the sample was teachers teaching 15 year old students studying and participating in PISA tests in 80 countries. The reason for selecting the sample was students who were taking the PISA test in 2018. The data in this study was in the form of a questionnaire with four choices (Strongly disagree, Disagree, Agree, Strongly agree) which were answered by 89040 teachers from 80 countries. The questions in the questionnaire were related to teacher professionalism: "Agree: I am very confident in my capability to teach reading comprehension strategies" and the level of pleasure at work: "Agree: I enjoy working at this school" on the Program for International Student Assessment (PISA) test. 2018. The method of analysis used in this research is simple regression analysis. This analysis is used to calculate whether there is a relationship between the level of pleasure of working in school and the professional level of teachers teaching reading literacy based on 2018 data. In order for the results of the analysis of this research to be obtained accurately, all data in this study were processed or analyzed using the SPSS 22.00 program (Safari, 2020a; Safari, 2020b).

Research Result

Based on the percentage of students who have filled out the questionnaire 89040 teachers from 80 countries are as follows.

Table 2. Crosstabulation enjoy working at this school and very confident in my capability to teach reading comprehension strategies

			Agree: I am very confident in my capability to teach reading comprehension strategies.				Total
			Strongly disagree	Disagree	Agree	Strongly agree	
Agree: I enjoy working at this school.	Strongly disagree	Count % of Total	159 0,2%	389 0,4%	1016 1,1%	678 0,8%	2242 2,5%
	Disagree	Count % of Total	235 0,3%	1984 2,2%	3905 4,4%	1244 1,4%	7368 8,3%
	Agree	Count % of Total	942 1,1%	9680 10,9%	26649 29,9%	7544 8,5%	44815 50,3%
	Strongly agree	Count % of Total	756 0,8%	5025 5,6%	17184 19,3%	11650 13,1%	34615 38,9%
Total		Count % of Total	2092 2,3%	17078 19,2%	48754 54,8%	21116 23,7%	89040 100,0%

Table 2 informs that: (1) the level of pleasure of working at school was answered by the most respondents in the following order: Agree = 50.3%; Strongly agree = 38.9%; Disagree = 8.3%; Strongly disagree = 0.8%; (2) the professional level of teachers teaching reading literacy for most answers Agree = 54.8%; Strongly agree = 23.7%; Disagree = 19.2%; Strongly disagree = 2,3%; (3) the results of crossing the two variables of the most respondents' answers in the order Agree = 29.9%, Strongly agree = 19.3%, Disagree = 4.4%, and Strongly disagree = 1.1%. So most of the respondents agreed or strongly agreed with both variables (the level of pleasure of working in school and the professional level of teachers teaching reading literacy).

Table 3. Results of the Summary Model Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,140 ^a	,020	,020	,705

Table 3 informs that the correlation coefficient (R) is 0.140. This is the correlation between the variable Y = the professional level of teachers teaching reading literacy, X1 = the level of pleasure working in school is very significant. R Square (R²) = 0.020 means that 0.020% of the variation that occurs in the Y criterion is caused by the influence of the predictor X1 = the level of pleasure working in school together, while the remaining 99.98% is due to the influence of other variables not examined. or variables that are outside the study area which are classified as residues. Thus the size of the coefficient of determination will determine whether or not the precision of the regression line is a tool for predicting research variables. This means that the greater the coefficient of determination that occurs, the stronger the precision of the regression line will be.

Table 4. Anova Analysis Results^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	884,737	1	884,737	1780,354	,000 ^b
	Residual	44246,922	89038	,497		
	Total	45131,658	89039			

Table 4 indicates that the significance level is 0.000 < 0.05, which means that the regression equation is found to be significant and can be used to make a basis for predictions. This means that the professional level of the teacher teaching reading literacy can be predicted from the predictor X = the level of pleasure of working in school.

Table 5. Results of Regresia Coefficients Analysis^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,842	,010		282,082	,000
	Agree: I am very confident in my capability to teach reading comprehension strategies.	,138	,003	,140	42,194	,000

Table 5 informs that the regression equation $Y = 2.842 + 0.138 X$ means that the average score of the Y criterion is expected to change by 0.138 for each unit change that occurs in X.

Discussion

The result of this study is that there is a significant relationship between the professional level of teachers teaching reading literacy and the level of pleasure of working in schools. This means that the higher the level of pleasure of working in school, the higher the level of professionalism of the teaching teacher. The results of this study are the same as the results of several other studies. The results of the study by Dewi et al. (2018) show that the professional ability of teachers has a positive effect on teacher teaching performance. The results of Oktario and Sumianto's study (2021) also show that there is a significant relationship between teacher certification and teacher performance. This shows that the higher the value of teacher certification, the higher the value of teacher performance. For this reason, a teacher is required to have certain competency standards, namely pedagogic, personality, social, and professional, in order to be said to be professional (Rahmatika, 2021). The results of this study are corroborated by the results of research by Rahardjo and Anggraini (2016) that job satisfaction is a happy emotional state or positive emotion that comes from a person's job appraisal or work experience. Generally, people will feel satisfied with their work, if what they do is considered to have met their expectations. A teacher / employee who has high job satisfaction will see his job as fun, in contrast to employees who have low job satisfaction, will see his job as boring so that the employee works in a forced state. The results of Safari's research (2020a) show that teachers in countries above the PISA average often provide feedback and provide better reading material to their students compared to teachers in countries below the average PISA. Teachers in countries below the PISA average provide feedback for performance improvements more frequently than teachers in countries above the PISA average. Because the learning dependence of students in countries above the PISA average is higher than that of students in countries below the PISA average, the frequency of feedback is deemed unnecessary.

The results of this study are also corroborated by the results of the 2018 OECD analysis, including the following. (1) On average, 91% of teachers across the country reported overall satisfaction with their job, most of the teachers reporting holding beliefs that indicated a high level of self-efficacy. However, less than a quarter of all teachers in all OECD countries believe teaching is a profession that is valued in society. (2) Under regulations or official agreements, public school teachers in OECD countries and economies are required to teach an average of 1,005 hours per year at the pre-primary level, 765 hours at the primary level, 692 hours at the junior secondary level (general program) and 658 hours. hours at the upper secondary level (general program). (3) Teachers reported spending 79% of their learning time on actual teaching and learning. This means that more than a fifth of their time is reported to be spent on administrative tasks (8%) and maintaining order in the classroom (13%). The results of Safari's research (2020b) show that to support character learning in schools, not all teachers give their students the task of writing character descriptions in every book they read. Female students do more activities to write character descriptions in the books they read than male students (Safari, 2020b).

There are several ways to overcome the low professionalism of teachers, including the results of Donosuku's research (2021) that teachers should be able to apply, develop and combine various learning methods and techniques to achieve the learning

objectives themselves without neglecting the differences in the abilities of students. According to Irawan and Rusdin (2021) in physical education and health (Penjaskes) is essentially an inseparable part of education as a whole using physical and health activities. healthy life leads to physical growth and development. mental, social and emotional harmony and balance, as a professional teacher needs to pay attention to several things in himself. namely: a) The teacher must have a commitment to the student and the learning process, b) The teacher deeply masters the material or subjects taught how to teach students, c) The teacher is responsible for helping student learning outcomes activities through evaluation techniques. d) teachers are able to think systematically about what they do and e) so that professional teachers should be able to replace these things so that what is conveyed to their students is always achieved well. According to Naibaho (2021) his suggestions are as follows: (1) trying to create a comfortable work environment, (2) leaders should try to reduce the workload, (3) companies should provide training to be able to complete work, (4) leaders should foster good relationships. good with its employees.

According to Faizin (2021) the obstacles and solutions for developing teacher professionalism and the quality of learning include: inaccurate implementation time for professional development and the solution is found for the right time, not all teachers have the opportunity for a solution to the division of tasks for teachers who participate in development, problems related to facilities and the infrastructure for the solution is to create their own learning media with the creativity of the teacher, there is no solution learning guide providing additional hours after learning, the lack of parental cooperation is the solution to provide motivation and understanding to parents. Efforts to increase the professional competence of teachers by developing professional, social, pedagogic and individual competences in order to improve quality. (Mukminin, 2018). This is closely related to improving discipline and student learning outcomes. According to Febriani (2017) there is a significant influence between teacher professionalism and learning discipline on learning outcomes. According to Ropi, et al (2021) there is a significant positive relationship between teacher professionalism and student learning outcomes. Teachers are advised to always improve their professional attitudes and help familiarize students to be disciplined in learning and to encourage students so that learning outcomes can be achieved optimally. The results of Ningsih's (2009) study show that: (1) there is no difference in teacher professionalism in terms of education level (sign. Value = 0.659 > 0.005) and (2) there is no difference in teacher professionalism in terms of tenure ($p = 0.324 > 0.05$); and (3) there is no difference in teacher work professionalism in terms of employment status ($p = 0.539 > 0.05$).

Since the launch of Merdeka Belajar in schools, the National Examination is fully submitted to schools, so in implementing learning professional teachers should have fair and equal principles. Fair in the education system means that all students must have equal access to high quality education regardless of their family background and area of origin. Equality in opportunity and justice to the quality of education will ensure that everyone can realize their dreams through education. Through a concept like this, Indonesia was able to significantly reduce the difference in the variation in educational outcomes between students and between schools in a relatively short period of time. The strong emphasis on equity in the education system will provide a different understanding of how school performance criteria are defined and how they are measured. Justice does not

require standardization, because optimal quality can be achieved in different ways. One of them is to prioritize increasing the responsibility of the school rather than accountability reports based on data obtained from various competitions and standardized examinations. The quality of education is not an option but a right for all students. Regardless of the social strata and economic background of the family. With equal opportunity, fairness in the teaching-learning process, and equality of school quality, the quality of education is achieved in its entirety without leaving low quality students because they are unable to compete.

Conclusion

Based on all the descriptions above, the results of the study can be concluded with the following findings and suggestions. (1) Most of the respondents enjoy working in schools and are professionals in teaching reading literacy. The results of crossing the two most respondents' answer variables in the order Agree = 29.9%, Strongly agree = 19.3%, Disagree = 4.4%, and Strongly disagree = 1.1%. (2) The correlation coefficient (R) is 0.140. This is the correlation between the variable Y = the professional level of teachers teaching reading literacy, X1 = the level of pleasure to work in school is very significant. R Square (R²) = 0.020 means that 0.020% of the variation that occurs in the Y criterion is caused by the influence of the predictor X1 = the level of pleasure working in school together, while the remaining 99.98% is due to the influence of other variables not examined. or variables that are outside the study area which are classified as residues. (3) The significance level of 0.000 < 0.05 means that the regression equation is found to be significant and can be used to make a basis for predictions. This means that the professional level of the teacher teaching reading literacy can be predicted from the predictor X = the level of pleasure of working in school. (4) The regression equation $Y = 2.842 + 0.138X$ means that the average score of the Y criterion is expected to change by 0.138 for each unit change that occurs in X.

Suggestions

Based on the research results above, there are important suggestions for teachers and lecturers such as the following. To improve the professionalism of teachers / lecturers, the following are needed. (1) Create a comfortable work environment. 2. Use the ideal workload. (3) Provide regular training in order to be able to complete work. 4. Build good relations between each teacher / employee. (5) Apply standard operating procedures in carrying out work. (6) Teachers / employees who have skills in accordance with their field of work must be maintained. (7) Teachers / employees who are still not on time in completing all the work must be corrected.

Based on the results of the 2018 OECD analysis, it shows that there are several limitations to teachers in Indonesia related to classroom learning that must be corrected immediately, including the following. (1) Before teaching, the teacher has not prepared or made his own learning device which is the result of his own work, so that the teacher knows what to give to students. (2) The media or learning tools in the classroom are not properly prepared. (3) Many teachers explain and explain theories, rarely bringing students to the real world of children. (4) Teachers rarely use fun teaching methods. (5) Teachers rarely combine the learning process with other lessons, so that the benefits can increase children's insight and knowledge optimally. (6) In teaching, teachers rarely

instill elements of character in their students. (7) The teacher rarely reads books and other references (8) The teacher rarely does research and writes an article related to their learning.

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Thesis/Disertasi

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