

Professional Development of Communication And Relationship of Teacher Raudlatul Athfal's Achievement With The Community

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ABSTRAK. *Tantangan bagi guru berprestasi dalam pengembangan profesinya menjadi guru teladan yang mampu menginspirasi bagi sesama guru. Penelitian ini dilakukan dengan tujuan untuk mengetahui bagaimana komunikasi dan hubungan guru RA berprestasi dengan masyarakat yang mampu mengembangkan profesinya. Penelitian ini menggunakan metode kualitatif dengan pendekatan psikologis yang dilakukan langsung kepada subjek yang diteliti, guna memperoleh semua data terkait komunikasi hubungan Guru RA berprestasi dengan masyarakat. Pengumpulan data menggunakan wawancara, dokumentasi, dan observasi, dengan 5 (lima) guru RA berprestasi, teknik analisis data meliputi mereduksi data, menyajikan, menarik kesimpulan dan menverifikasi. Uji keabsahan data dilakukan dengan teknik triangulasi. Penelitian berhasil mengungkap: Interaksi di dalam konteks melaksanakan tugas yang secara langsung tertuju kepada tujuan RA atau satuan pendidikan Anak Usia Dini. Interaksi di luar konteks menjalankan tugas, walaupun interaksi itu terjadi di lingkungan kerja dalam sekolah RA, serta hubungan yang baik dalam konteks melaksanakan tugas menjadi prasyarat supaya produktivitas meningkat dengan masyarakat sekitar RA. Komunikasi yang kontinu istiqomah dan proses saling memberi masukan, serta saling menerima, juga membuat koreksi diri atau introspeksi guru beserta sekolah menjadi giat, semangat, dan kontinu.*

Kata Kunci: *Profesi, Komunikasi, Guru RA, Berprestasi, Masyarakat.*

ABSTRACT. *The challenge for outstanding teachers in their professional development is to become exemplary teachers who are able to inspire fellow teachers. This research was conducted with the aim of finding out how the communication and relationship between outstanding RA teachers and people who are able to develop their profession. This study uses a qualitative method with a psychological approach that is carried out directly on the subject under study, in order to obtain all data related to the communication of the relationship between outstanding RA teachers and the community. Collecting data using interviews, documentation, and observation, with 5 (five) outstanding RA teachers, data analysis techniques include reducing data, presenting, drawing conclusions and verifying. The validity of the data was tested by using triangulation technique. The research succeeded in revealing: Interaction in the context of carrying out tasks that are directly aimed at the goals of RA or the Early Childhood Education unit. Interaction outside the context of carrying out tasks, even though the interaction occurs in the work environment within the RA school, as well as good relationships in the context of carrying out tasks are prerequisites so that productivity increases with the community around RA. Continuous communication istiqomah and the process of giving each other input, and accepting each other, also makes self-correction or introspection of teachers and schools to be active, enthusiastic, and continuous.*

Keyword: *Profession, Communication, RA Teacher, Achievers, Society.*

INTRODUCTION

In Indonesia, professional teachers are required to fulfill: (1) A solid foundation of knowledge as a manifestation of a knowledge society, as well as a technological society, (2) An understanding of various professional tips based on research and educational practice that education science becomes a practical science, not just mere concepts. . Education becomes a

scientific system, in the field and educational research should be focused on the praxis or practice of education in Indonesian society, (3) Continuous professional competency improvement, the teaching profession becomes a profession that grows continuously and sustainably between educational practice and LPTK. The stunting of education and the teaching profession is due to the disconnection of in-service and pre-service programs due to strict or rigid bureaucratic considerations, or weak education management (Arifin, 2001). If the above requirements for professionalism for teachers are met, then replacing the role of the teacher who was initially passive turns into a dynamic and creative teacher, so that determining the professionalism requirements for teachers will change the role of the teacher, who was originally an orator (good at making speeches) who is verbalizing (investigative). become a dynamic skill in creating an atmosphere of a learning environment (Semiawan, 1991).

Teacher professionalism is low, there are 5 (five) main causes, namely: (1) Many teachers have not fully fulfilled their profession sustainably, (2) Low and vulnerable teacher adherence to values or norms and professional ethics or teacher morals, (3) Ratification of teaching science and education are still not complete and unanimous from several parties involved in policy making. It has been proven that the institutions that produce education and teacher training staff are still lacking, (4) there are still not enough smooth differences in paradigms regarding the proportion or balance of teaching materials that are capitalized on prospective teachers who are professional, (5) PGRI is still not functioning optimally as an institution or professional organization that seeks to maximize the professionalism of its members (Semiawan, 1991). The optimal role of the teacher is needed in the successful development of religious tolerance. Optimizing the teacher's role in developing religious tolerance can encourage the optimization of each related competency which can ultimately have an impact on developing teacher competence holistically and sustainably, to be able to also stimulate involvement with the surrounding community (Jumiatmoko, 2019).

A change in the paradigm or mindset of education today opens up opportunities and opportunities for the community to be able to assess schools and teachers in carrying out their duties and responsibilities in a commendable manner by applicable regulations. Monitoring and evaluation carried out by the community both individually and in groups which are carried out indirectly or directly have an impact on creating perfect working conditions because the development of school life is also very dependent on the involvement and participation of the community as a supporting factor for the success of educational institutions or schools. , then teachers actively and directly impact and are affected by teacher performance, because when teachers show poor performance in a school unit, the community will not provide positive feedback for the sustainability of the school. Several aspects of the mental modeling of outstanding RA teachers in particular will have a strong influence on students' thinking and the learning climate that the teacher raises. The teacher understands that the attitudes and feelings of students will contribute and have a positive effect on the learning process. Competent teachers should be able to have an innovative spirit, leave a conservative attitude, be capable, and be creative, not defensive or defensive, but able to make students more offensive or responsive (Sutadipura, 1994).

Mastery of a set of competencies in the form of competencies both process skills and knowledge mastery competencies are elements that are collaborated in the form of one unified whole that unites and forms a competency structure controlled by a teacher because competence makes a set of teacher abilities parallel to the needs of education in schools, community demands,

and development of science and technology (Wahyuni, 2021). The competence of learning process skills is proficiency in abilities related to the learning process. The competencies referred to include the ability to plan, continue implementation, and evaluate learning, including the ability to analyze, then arrange improvement and enrichment activities, and organize guidance and counseling activities while competence of knowledge skills is an understanding of abilities related to the depth and breadth of knowledge. These competencies include: individual and professional self-development, understanding of educational insights, increasing the potential of students, as well as academic mastery (Sutadipura, 1994). Likewise, the problems of communication and relations for RA teachers with the community around their institutional units and the community around their domiciles are RA teachers who excel in being in the spotlight of public figures for both fellow teachers and the community. This will determine the success of RA teachers in achieving their professional development.

METHOD

This research approach is qualitative by using a descriptive method. The qualitative data obtained from the results of the research can be used as a source of extensive descriptive and solidly based opinions, also containing an explanation of all the processes that occur in the local environment. The data collected qualitatively can understand and follow events chronologically, measuring cause and effect within the scope of the opinions of the people around them. This type of research is suitable for examining the objective conditions of the research subjects so that approaches and procedures that take place from outside as well as from within become part of qualitative research that takes place as it should. Based on decree number 482 of 2017, regarding the determination of the winner of the 2017 Yogyakarta Province high achieving Raudhatul Athfal teacher competition, stipulates as attached to the decision that outstanding RA teachers are; first place won by Sri Ngadiyati, S.Pd.AUD from RA Masyithoh Pockets B Merdikorejo Tempel Sleman, second place won by Estri Ritah Indriwati, S.Pd.I. from RA Masyithoh Janten Temon Kulon Progo, the third winner was won by Rufiyati Ambar Ningrum, S.Sos.I. from RA Ar Raihan Bantul, the first runner up was Anton Ariyadi, S.Si. from RA Baitur Rahmah Jl. Sawitsari A-15 Gang Anggrek Condongcatur Depok Sleman, and the second runner-up was Rina Wahyuni, S.Pd. AUD. from RA Masyithoh Kwarasan Nglipar Gunungkidul. (Keputusan Kakanwil DIY, 2017). These five outstanding teachers became the formal object or subject of this research.

Data collection through observation, interviews, questionnaires, and documentation. In the opinion of Bogdan and also Biklen (Moleong, 2007, p. 248), that data analysis is an effort that is carried out through the workings of the data, then organizes, sorts and selects the data into one manageable unit, to search for and find patterns, synthesize them, discover what is important and learn, as well as decide what can be applied to others. In simple terms, this research data analysis technique includes three stages, namely reducing data, presenting data, and ending with concluding.

RESULTS AND DISCUSSION

Amanah became an RA teacher at an educational institution, especially at RA Masyithoh Kwarasan Nglipar Gunungkidul, so at the same time he received the mandate from the institution, he should have carried out the various tasks assigned to him. Becoming a teacher means being ready to accept the mandate of the guardians, where their children are entrusted to

be accompanied, and educated to become knowledgeable and noble human beings. So as an outstanding RA teacher, you must always try your best to carry out these mandates (Rina Wahyuni, 2021).

The teaching profession its development is increasingly becoming a special interest along with the transformation of knowledge and science which demands the readiness of teachers so they are not left behind and stutter. According to Pidarta, the Profession is a position or position of ordinary work as is the case with various other jobs, but this work is introduced to the public for general purposes, not for the needs of groups, individuals, or certain groups. In carrying out the work, of course, fulfilling the norms, people who carry out professional work are experts, people who have high intellect, skills, and knowledge. In addition, work is also required to be accountable for the work and all actions related to the profession (Pidarta, 1999). Pidarta further explained that the characteristics of a profession consist of: (1) Choice of position or position which is based on strong motivation and makes the person's calling in life, (2) knowledge, knowledge, and special skills that are continuously developing and dynamic, (3) Knowledge and special skills are obtained through education or study took for a long time at a tertiary institution. (4) Having autonomy in activities when helping clients, (5) being Oriented towards social assistance or serving the community, not just for profit or financial salary. (6) Do not offer or advertise (advertise) their expertise to acquire clients. (7) As a member of the profession. (8) The professional organization determines the requirements for obtaining members, imposes sanctions, monitors the behavior of members, seeks the welfare of members, and fosters the profession of members (Pidarta, 2000).

The development of the teaching profession is an important factor to be taken seriously to maintain the weight of demands and changes to the teaching profession. The development of teacher professionalism demands management skills as well as strategies for its application or mastery of knowledge. Maister expressed his opinion that professionalism is not just having technology, knowledge, and management. But professionalism also has the required behavior and high skills (Maister, 1997).

Professional development for teachers to perfect the standards as stated by Stiles and Horsley that there are four professional development standards for teachers, namely: (1) Standards for improvement or professional development A for teachers is the professional development of science teachers who need science content learning, used through various perspectives and various inquiry methods; (2) Professional B improvement standards for teachers, namely the professional development of science teachers which requires the integration of science, education, learning, and student knowledge, also assigning this knowledge to science learning; (3) The standard of improvement in profession C, namely professional development for science teachers requires the formation of abilities and understanding for the learning process in an all-time tempo; (4) Standard D professional development for teachers, namely all related (coherent) and integrated science teacher professional programs (Stiles dan Horsley, 1998).

The above standards are intended to counteract the tendency for unsustainable and fragmented (sampled) professional development opportunities. If in Indonesia the teacher has completed the standard requirements for professionalism as is the case in the United States, the quality of Indonesian teachers or human resources will be even more commendable. The demand complements teacher professionalism standards as a form of willingness to get teachers who can foster students in harmony with community support, as well as being coercion that is fulfilled by teachers in achieving the title of a professional teacher, a teacher is urged to have 5 (five)

requirements, namely: (1) Teacher have a commitment to the learning process and students, (2) The teacher deeply understands the subject or material to be delivered as well as teaching techniques to students, (3) The teacher is obliged to monitor student learning outcomes or products with various assessment techniques, (4) Teachers can think systematically about what they do and learn from experience, (5) Teachers should be a component of learning community members in their professional environment (Supriadi, 2005). Efforts to develop teacher professionalism include: (1) Increasing qualifications that require attending a higher level of education for teaching staff or educators. (2) The program obtains certification (Pantiwati, 2011). In addition to certification, to maximize the role and function of activities in the form of Teacher Activity Centers, Teacher Working Groups, as well as form of Subject Teacher Consultations which become a place for teachers to share experiences in solving various problems they go through in their teaching activities (Supriadi, 2005).

Professional development or coaching for teachers includes (1) self-sufficiency for further learning. (2) participate in seeking and calling for the facilities and facilities of several studios, for example, teacher work strengthening studios. (3) participate in seeking solutions so that teachers get greater opportunities to carry out training, workshops, and educational upgrading. (4) participate in expanding opportunities so that teachers can carry out various educational seminars that match their talents, interests, and fields of study to improve their profession. (5) holding periodic scientific discussions at school. (6) cultivating group study techniques for teachers of the same study group (Pidarta, 1999).

The pattern of coaching or development of the profession for teachers described above greatly reinforces the occurrence of a transformation or paradigm shift in improving the teaching profession as an anticipatory step towards the transition of the function and role of the teacher which is currently accepted as the main source of information and knowledge for students. Even though the current development of technology and information is what was expressed by Mrs. Sri Ngadiyati as an outstanding RA teacher, the development of the function of an Android gadget or cellphone has opened opportunities for each individual to be able to learn easily independently and quickly, this means that anyone can learn more. first, know about events before others know about them, this condition indicates a shift in learning patterns or changes in the role and function of the teacher in a larger way, no longer being the main source of knowledge and information for students, but being able to become a facilitator who directs students in their learning (Ngadiyati, 2021).

Rina Wahyuni as an outstanding RA teacher stated that: "Teacher professional development should be followed by other efforts such as working on a special library for teachers which includes student development competencies through the approach to themes taught in RA so that a teacher is not too difficult to find. materials and reference materials for teaching in the classroom. Other developments can be carried out by providing opportunities and opportunities for teachers to compile children's activity material which becomes additional books for students, either individually or in groups in the form of children's worksheets or handbooks for students and handbooks for their teachers. This can motivate teachers to innovate and increase their creativity, meaning it also gives teachers opportunities to improve their performance." (Wahyuni, 2021).

W.F. Connell stated that professional teachers are teachers who have certain abilities by the provisions set by the teaching profession. The role of the profession is as a supervisor, motivator,

person in charge of fostering discipline, class administration manager, model of behavior, teacher who is always looking for new ideas and knowledge to improve and complement their knowledge, mentor and teachers in the learning process, communicators parents and students with the community, as well as members of educational professional organizations (Connell, 1974). Being aware of this profession makes the real manifestation of the teacher's existence a component that is obligatory in the success of education so it becomes a necessity that teachers have awareness of their function and role as educators. Self-awareness is the core of the dynamics of one's professional growth rate which is the source of the need for self-actualization. The higher one's awareness, the stronger the desire to improve one's profession (Pidarta, 1999).

Professional development and development for teachers aims to develop performance and be carried out continuously or continuously until they can create performance according to the desired conditions or provisions, besides that teacher development is adjusted to the guidelines and tasks or functions of those who are interested in the school. The more routine the teaching profession is developed with various activities, the easier it will be for teachers to acquire the title of a professional teacher in carrying out their duties, so the teacher's performance expectations are better and will be achieved soon (Ngadiyati, 2021).

Between Relations and Communication

Communication is a basic human activity, where humans can relate to one another in their daily lives, whether at work, in the market, in the family, in society, or wherever humans are, all humans will be involved in communication. The importance of communication for organizations cannot be denied, an organization can run successfully and smoothly if there is good communication, and vice versa. For example, if a school principal does not inform his teachers about when school starts after the holidays, likely, the teachers will not come to teach. The example beside shows the importance of communication, so that forgetting information can have a big impact on the survival of those around you (Arni Muhammad, 2005).

Effective communication is very important for every organization, therefore communicators and organizational leaders need to perfect and understand their communication skills (Koehler, Anatol, and Applbaum, 1981). RA teachers who excel in the process of carrying out their duties need to consider communication and good relations between the teacher and the principal or school leadership, between teachers and fellow teachers, students and teachers, and between teachers and other personnel at school. Communication links and commendable relationships influence the interaction of each component in the RA school system. Teaching activities carried out by outstanding RA teachers will also be successful when there is communication and good relations with students as the components being taught. Teacher performance increases along with good communication conditions and relationships between RA components, this pattern of communication and good relationships will encourage an accomplished RA teacher to carry out his duties commendably (Ariyadi, 2021).

According to Forsdale: communication is the process by which the system is changed, formed, and maintained using shared signals that operate according to regulations (Forsdale, 1981). Meanwhile, another expert argues that human communication is a process through individuals in their relationships, both in groups, organizations, and in society using, sending, and creating information to coordinate other people and their environment (Ruben and Stewart, 2016).

In the work environment, human social relations always occur between humans, as research conducted by Terence R. Mitchell concluded that many people in the organization spend all their time on interpersonal interactions (Sodiah and Euis Nurhikmah, 2017). Relationships that exist between leaders or superiors and subordinates, between fellow subordinates, even in schools or RA, relationships can occur between teachers and principals, between students and teachers, or between teachers and fellow teachers. The relationship between teachers and students is more often related than the teacher's relationship with fellow teachers or even the teacher's relationship with the principal or school leadership. Every day the teacher stares at a large number of students which is sometimes very inconvenient, but for the teacher, the communicative interaction with students is interesting and exciting, especially when it can help students solve how to overcome their learning difficulties (Sodiah and Euis Nurhikmah, 2017).

Communication is used to understand and exchange non-verbal and verbal messages between the sender of information and the receiver of information to change behavior. Communication and relationships developed by the teacher, especially in the learning process and in other interaction situations at school, provide an opportunity to create a conducive situation to facilitate the implementation of assignments. On the other hand, without communication and good relations in the school environment, whatever form of work the teacher does will still experience obstacles and even not be smooth. (Sodiah dan Euis Nurhikmah, 2017). The establishment of communication and relationships within the school environment or RA strengthens teachers to increase their creativity because there are ways for feedback to emerging and there is interaction from other parts of the school towards innovation and creativity, this will be a locomotive engine for teachers to always develop their creativity and innovation power. which is not only innovation in its main job but innovations may be born in other jobs mandated by the school. This coaching means that commendable communication and relationships among elements within the school are a necessity in supporting the development of performance. For this reason, the better the development of communication and relationships is fostered, the better the responses that appear will encourage the development of performance (Ariyadi, 2021).

Relationship with Community

Schools are non-profit or social institutions that cannot be separated from the community and their environment, while the community cannot be separated from schools because both have interests. Schools are formal institutions that are mandated to guide, train and educate the younger generation for their contribution to the future, while the community becomes the user of the education service itself. According to Pidarta that a school is not allowed to isolate or separate itself from the community. Schools must not make their community separate and closed from other communities around them, schools must not carry out their ideas without wanting to know the aspirations of the community. The community wants the school to be established in their area to develop the growth of their children. Schools become an open system of their environment including the community to support the role of the school itself. Schools as an open system certainly cannot close themselves or isolate themselves because if this is enforced it means that the school is on the verge of closure (Pidarta, 1999).

Community and school relations create a structure of external communication relations that is carried out on the principle of common goals and responsibilities. Society forms private groups of individuals who try to carry out education or help educational efforts. In society, there

are various educational institutions, social, and religious institutions, arts, scouting, politics, and sports that are active in educational endeavors. In society some individuals are tolerant of education in schools, the existence of schools in society that can always be useful is like a knife that has two edges. The first eye is to protect the perpetuation of positive values in society so that the legacy of community values goes well. The second eye is to become an institution that promotes the transformation of traditions and values in harmony with the demands of life and development and progress (Soetjipto dan Rafli Kosasi, 2009).

Community relations with schools, namely a system of community communication with schools to advance community understanding of educational activities and needs, as well as to generate interest and participation for the community in the improvement and development of schools. The relationship between the community and the school is a cooperative effort to develop and maintain efficient two-way explanatory communication and mutual understanding between the school, school personnel, and the community, where the goals of community relations with the school can be seen from two dimensions, namely the needs of the community and the interests of the school (Mulyasa, 2014). The objectives of community relations are based on the dimensions of school needs, namely: (1) maintaining the continuity of school life, (2) cultivating the quality of education in schools, (3) facilitating learning activities, (4) obtaining protection and support or assistance from the community in terms of implementation and improvement all school programs. Next, the objectives of the relationship based on community needs include: (1) improving and promoting community peace, (2) getting the school progress in solving various problems that are accepted by the community, (3) ensuring the suitability of school activities and the needs and development of society, and (4) obtaining returning community members who are increasingly increasing their competence and skills (Mulyasa, 2014).

In carrying out community relations with schools, it is necessary to follow the principles that serve as guidelines and goals for teachers and heads of school leaders, to achieve the desired goals. The principles of community relations are: (1) The principle of authority means that relations between schools and the community are carried out by people who have authority, because of their responsibility and knowledge in school administration. (2) The principle of simplicity means that programs related to the school and the community are simple and clear, (3) The principle of sensitivity means that in terms of dealing with various problems related to the community, schools are sensitive to the needs and expectations of the community. (4) The principle of honesty means that whatever is given to the public is whatever it is and is given honestly. (5) The principle of accuracy means that what the school provides to the community is appropriate and appropriate, both in terms of time, content, and media used as well as the goals or desires to be realized (Soetjipto dan Rafli Kosasi, 2009).

For community relations to run continuously and well maintained, Mrs. Rufiyati Ambar Ningrum provided input that: RA teacher professionalism is needed in terms of dealing with the community.

"RA teachers excel apart from being able to carry out their respective duties in RA, they are also expected to be able and able to carry out their duties about the community. They can understand all the activities of the community, understand culture and customs, know their aspirations, can place themselves in society, can communicate with them, and give birth to their aspirations. To get this, the skills and behavior of RA teachers are needed by the local social structure, because when the behavior and competence of the teacher are not by the social structure, there will be a conflict of understanding or misunderstanding and even failure to

understand the program implemented by the school. or RA and the impact is that there is no community support or assistance for schools, even though the community and schools have the same interests and a strategic role in educating and producing quality student results " (Ningrum, 2021). Community relations are not only fostered by teachers but can also be fostered by others or personnel at school. In addition to teachers who can carry out community relations, namely other staff members, for example, counseling guidance officers, medical staff, and even messengers, because all of them are involved in problem-solving, meetings, and administration is intertwined with the community. But teachers do more of that, so it is the teachers who are most urged to have competence and ethics by the social structure (Pidarta, 1999).

The teacher's ability to bring a commendable self-existence in society can impact the community's evaluation of teachers. The teacher behaves according to the norms set by the community, is communicative and responsive to the community, understanding, considerate, and respects their opinions. If you are not able to carry yourself well, likely, the community will not respect you and pay no attention to them. Such a situation will create a bad reputation for the teacher, even in the eyes of society, the image of the teacher will be bad. Therefore, it is the school's responsibility to strengthen the authority of teachers in society by continuing to adapt themselves while helping to foster enlightenment in society (Pidarta, 1999).

Things that teachers can do in supporting community relations with schools include: (1) Assisting schools in implementing methods and strategies for school-community relations. Through: (a) Teachers always participate and are active in institutions and organizations in society (b) Teachers help solve problems that exist in society. (2) Making his personality even better in society through self-adaptation to the culture and customs of the local community, because the teacher becomes a community figure. The teacher's behavior at school as well as in the community is a role model for the community. In these situations and conditions, the teacher maintains commendable behavior. If the community understands that teachers in certain schools can be used as role models in the community, then the community will also believe in the school, which in the end the community will provide encouragement and assistance to the school. (3) Teachers carry out their code of ethics because the code of ethics is a set of guidelines or rules for carrying out their professional duties.

The explanation above indicates that the role of the teacher is very important in the relationship between the community and the school. The establishment of a dynamic and harmonious relationship between the community and the school opens up opportunities and opportunities for mutual supervision and coordination in the learning process within the school as well as joint involvement in growing and advancing students. Teachers are required to always behave and do their best in line with the expectations of society, namely the attainment and maintenance of the quality of education for their sons and daughters.

Creating a challenging atmosphere according to Anton Ariyadi:

"The atmosphere is filled with good bonds between parents and students and the surrounding community. This is aimed at fostering an active and participatory role, as well as a sense of simultaneous responsibility for education. Only a small part of the time that teachers use when they are at school and most of it is in the community. For education outside of this to be well established and what is done by outstanding RA teachers at school or RA requires synergistic cooperation between teachers, parents, or the community. The teacher's obligation to hold contact relations or work relationships with the community makes part of the teacher's duties in

educating students and improving their profession as outstanding RA teachers. The school is jointly owned by the school community itself, the government, and also the community "

Moreover, RA teachers who are always present and united in the community, all their behavior will always be emulated and even emulated by the community..



Picture 1:

Photo of togetherness of all RA Ar-Rahmah teachers in the Ramadhan social service in 1440 H. with the people around RA. (Photo document RA Ar-Rahmah, 2019).

CONCLUSION

Playing an active role in community activities around the RA education unit, outstanding RA teachers always blend into one cohesive synergy with established communication being the key to developing their profession, and communication relationships and relationships with the community are very large for the development of teacher performance by increasing various joint activities -together, continuous communication istiqomah and the process of giving each other input, and receiving each other, also makes self-correction or introspection of the teacher and the school active, enthusiastic, and continuous. Every activity or performance of the teacher can be known by the surrounding community, so the teacher always tries to show a more commendable performance. If teachers are unable to present their identity and do not want to learn, likely, the community will not respond to them. This situation certainly raises the stamp of less commendable to the teacher. Likewise, the image of the teacher in front of the community has faded. Optimizing the performance of RA teachers who have achieved strategic steps taken by the government is to provide appropriate welfare according to their work volume, in addition to providing incentives as a guarantee for the adequacy of the living needs of teachers and their families. Whatever activities the government will determine for the development of the quality of education, if the welfare of teachers is still low, likely, these activities will not produce optimal results. So do not be surprised if teachers in developing countries have high quality and professionalism, because the award for teacher services is considered high. Availability of suitable life insurance for outstanding RA teachers to always work and develop creativity so that performance increases over time, as evidenced by the receipt of certification allowances and other incentive allowances.

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