

CHAPTER I

INTRODUCTION

A. Background of Study

Education is a purposeful and intentional endeavor aimed at establishing an environment and systematic approach for students to engage actively in the learning process. Its objective is to enable students to actively cultivate their potential in areas such as spirituality, religion, self-discipline, personality, virtuous character, and the acquisition of skills that are essential for their personal growth, as well as the well-being of society, the nation, and the state (Rahman et al., 2022).

Based on the Law of the Republic of Indonesia No. 20 of 2003 concerning the National education system that:

In order to establish a high standard of education, it is essential to emphasize the professionalism of teachers in their instructional roles. A teacher is defined as "an individual whose occupation involves imparting knowledge". Additionally, Fajar (1998) describes a teacher as someone who fulfills the responsibilities of teaching, educating, and guiding. Consequently, if a teacher does not possess these three attributes of instructing, educating, and guiding, they cannot be regarded as a true teacher.

Educators professional, in accordance with Law No. 14 Year 2005 on Teachers and Lecturers chapter 1 article 1, Teachers are described as professional educators whose primary responsibility is to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education, formal primary

education, and secondary education (Ma'ruf & Syaifin, 2021). The professional standing of teachers aims to enhance their status and influence, positioning them as agents of learning to enhance the quality of education and national educational standards.

Professionalism, by definition, refers to the state or quality of being professional, derived from the term "professionalism" in English. In the Indonesian dictionary, professionalism is defined as the set of qualities, standards, and behaviors that distinguish a particular professionalism. One example of the Quran as all Muslim guidelines is the professionalism of teachers found in the Quran letter Ali Imran: 159.

سْتَغْفِرُاَوْ عَنْهُمْ عَافَتْ ۖ حَوْلَكَ مِنْ نَفْضُوا اَلْ لُقَابِ غَلِيظَ فَطًا كُنْتَ وَلَوْ ۖ لَهُمْ لَنْتَ لِلَّهِ مِنْ رَحْمَةٍ فِيمَا
لَمْتَوَكَّلِينَ اُحِبُّ لِلَّهِ اِنَّ ۖ لِلَّهِ عَلَى فَنَوَكَّلْ عَزَمْتَ فَاِذَا ۖ لِأَمْرًا فِي وَشَاوَرُهُمْ لَهُمْ

The behavior of the prophet Muhammad is one of the manifestations of the verse that can be used as a building pattern for educators in an effort to fulfill their professional level. Teachers should act gently, which is one of the efforts to build a psychological touch that can arouse the enthusiasm of students to develop their professional level. psychological touch that can arouse the enthusiasm of learners to develop and optimize their own potential (Syah et al., 2022)

Enhancing the professional development of English teachers is crucial for their teaching proficiency, especially in the field of English language instruction. Professional development plays a vital role in boosting English teachers' confidence, equipping them with the necessary skills and support to effectively overcome challenges in language learning. Moreover, through professional

development opportunities, teachers can establish professional networks, exchange experiences and resources, and receive constructive feedback to continuously enhance their teaching methods. However, the role of supervision, particularly school principals, is also integral. Principal supervision is instrumental in promoting quality performance and fostering a professional teaching environment, ultimately leading to the attainment of educational objectives (Avalos, 2011).

The role of the principal as a supervisor entails overseeing, monitoring, coaching, directing, and setting an example for teachers and staff within the school. Therefore, the principal's supervisory role should encompass the capacity to create and implement educational supervision programs while effectively utilizing the outcomes. Additionally, principals serve as the leaders of educational organizations, responsible for managing and organizing various aspects of education. Education management involves comprehending the steps necessary to achieve educational objectives, including planning, organizing, directing, monitoring, and assessing (Mustofa, 2017).

In addition to assessment and collaboration, another essential aspect is the monitoring process, which involves collecting data to determine the progress and achievement of educational activities. Monitoring as defined to the careful supervision, observation, or checking, particularly for specific purposes. It can also involve organizing or controlling the functioning of a machine or system. From this perspective, monitoring can be understood as a form of supervision,

observation, or tracking aimed at gaining awareness and understanding of the desired information (Ulandari & Santaria, 2022).

To be more specific, monitoring involves gathering necessary information for organizational leadership to document and understand ongoing events. It serves the purpose of recording or being aware of what has happened, without delving into the underlying reasons. Furthermore, monitoring entails evaluating the progress of individual or group subordinates' work, which is crucial for effective planning, problem-solving, and decision-making processes. This facilitates the development of remote implementation, enabling efficient planning, problem-solving, and decision-making. Therefore, the purpose of monitoring is for school principals to implement measures aimed at improving teacher activities within the school, ensuring that the implementation of teaching and learning aligns with the established plan (Perdana, 2022).

Furthermore, monitoring programs have a significant impact on the advancement of professional teaching skills among English teachers. These programs serve as valuable tools for assessing and enhancing educators' pedagogical approaches, fostering ongoing development and progress. Through diligent monitoring of teachers' classroom performance, administrators and educational institutions can identify specific areas of improvement (Sobri, 2016).

Based on previous research conducted by Govender and Ajani (2021), which examines in-service teacher professional development based on the perspective of teacher monitoring and evaluation for programs in South Africa. The findings show that teachers in South Africa are not adequately monitored and evaluated for

their attendance at various professional development activities to improve classroom practice and apparently, teachers do not often attend professional development activities every year and also the research reveals that the content of professional development activities does not satisfy the teachers. Therefore, teachers should be assessed to determine their professional needs and the frequency of these professional development activities should be increased to improve their classroom practices. Other research also discuss monitoring and evaluation such as those conducted by Perdana (2020) and Hidayah (2021), which both discuss how program monitoring can improve teaching competence. However, most research only focus on the performance of teachers, lecturers and efforts to improve professional competence through information systems. However, what can differentiate this research from previous research is that this research focuses on the role of monitoring to improve the professional teaching skills of English teachers and there is also a lack of research specifically regarding the role of monitoring programs to improve the development of professional teaching skills of English teachers in depth with the phenomenon being studied.

Overall, the monitoring program is of utmost importance in the advancement of professional teaching skills among English teachers. Through ongoing monitoring and constructive feedback, the program actively enhances teaching practices, fosters professional growth, and ultimately contributes to the overall enhancement of English education's quality.

Based on the explanation stated above, the researcher was encouraged to conduct research written in the form of a thesis with the title **"The Role of**

Monitoring Program in Developing English Teachers' Professional Teaching Skills."

B. Definition of Key Terms

To ensure clarity and precision in discussing the concepts highlighted in this title and to minimize any potential confusion, the author of this paper will provide explicit definitions of the terms used. By doing so, the researcher aims to establish a common understanding among readers, thereby affirming the intended meanings of these terms :

1. Role

Role is a dynamic process where individuals carry out their rights and responsibilities in a certain position or status. The role referred to in this research is focusing on the role performed by the supervisor to be able to improve the teaching skills of English teachers through monitoring program that are usually carried out by the supervisor.

2. Monitoring Program

Arikunto (2007), pointed out that monitoring is the process of collecting and analyzing information (based on indicators that have been applied) about school programs or activities so that corrective actions can be taken for the improvement of further school programs or activities. Monitoring emphasizes more on monitoring the implementation process. The monitoring program referred to by the researcher here is to supervise the development of professional teaching skills of English teachers, such

as what activities the supervisor does so that English teachers can improve their teaching skills.

3. Teacher Professional Development

Professional teachers are educators who have qualifications, knowledge, skills, and a deep understanding of humans and society, which shape their mindset, work ethic, and loyalty to the profession. In learning, teachers must create a classroom culture that is meaningful, creative, dynamic, dialogic, and fun in accordance with the National Education System Law No. 20 of 2003 Article 40 paragraph 2a. Teacher professionalism is supported by competence, which is a set of knowledge, skills, and behaviors that must be possessed and realized in carrying out their duties in accordance with Government Regulation No. 74 of 2008 Article 3. So, the professional development of teachers referred to in this study is how this monitoring program plays its role to be able to improve the professional development of English language teachers at school through supervision or monitoring programs carried out by supervisor of school.

4. Teaching Skills

Teaching skills include the competencies and abilities needed by educators to deliver learning effectively. Djamarah (1997) states that teachers have an important role in education because of their great responsibility in educating students. Therefore, teachers must equip themselves with various teaching skills to optimize educational

interactions and their role in front of students. Wragg (1996) adds that teachers' authority over students comes from the superiority of their knowledge and abilities, not because of their position or status. Educators have received special education to carry out teaching tasks and therefore teachers have more knowledge and skills than their students. Teaching skills referred to in this study is how the monitoring program can improve the teaching skills of teachers in learning through various supervision or monitoring programs carried out by the supervisor of school.

C. Research Questions

Based on the background above, the problem formulation in this study is as follows this research is as follows:

1. How can teacher's experience of monitoring program enhance their professional development of English teaching skills?
2. What are the professional English teaching skills gained from the monitoring program?

D. Objectives of Study

1. To investigate the monitoring program enhance their professional development of English teaching skills
2. To find out the professional English teaching skills gained from the monitoring program

E. Significance of Study

The benefits and uses of this research are:

1. The research is anticipated to serve as a valuable reference for individuals within the education community. It is expected to provide guidance and direction for those involved in the field. Furthermore, this research is intended to hold significance for society as it addresses social interests and aims to have a meaningful impact on societal well-being.
2. The anticipated outcomes of this study are expected to be beneficial for writers and educational scholars, particularly those engaged in the field of English education. These findings can offer valuable insights for future research endeavors, providing an opportunity to examine similar research problems from various perspectives.