

Chapter One

Introduction

This chapter overviews the background of the study which describes why the researcher is interested in doing the study. This chapter also gives statement of the problems, and then delimitation of the problem in order to focus more on the topic. In addition, research questions, objective and significances of the study are explained in this chapter. Finally, organization of the chapter concludes the chapter.

Background of this study

Human resources are the main asset in building a nation. The availability of abundant natural resources, the existence of capital resources and the rapid technological progress will not be maximized without the support of quality human resources. Thus, improving the quality of a nation depends on improving the quality of its human resources, and can only be achieved through the emphasis on the importance of education (Sidik, 2016). This means that education has a very valuable and significant contribution in improving the quality of a nation, especially for Indonesia itself. To optimize the contribution of education to improving the quality of this nation, all parties (stakeholders) have an important contribution, especially for the higher education which must produce qualified human resources.

Empirical experience has proven that nations who have prosperity for their people are a nation that starts its development through education even though they do not have enough natural resources (Muhardi, 2004). The slow growth of development in Indonesia shows the low quality of human resources in Indonesia

which also reflects the low education system in this country. Sakban, Nural, and Ridwan (2019) stated the teacher is a major component in the teaching and learning process who plays an important role to form human resources in the field of development.

Teachers have the main task of educating, teaching, guiding, and evaluating students. The main task will be effective if the teacher has a certain degree of professionalism which includes the competencies that must be possessed by the teacher accompanied a certain code of ethics. According to Teacher and Lecturer Law No. 14/2005, the competencies that teachers must possess include pedagogical competencies, personal competencies, social competencies, and professional competencies. The four competencies in practice constitute the whole unify. It means that these four competencies will improve and complement the teacher's function in education that cannot be eliminated. Therefore, teachers need to apply those professional principles through self-development to support the advancement of education.

In Higher and Education Law No 12/2012 mentions the main duty of teachers called the Three Pillars of Higher Education (education, research and community service). Not only teachers, but also students are involved in this Three Pillars of Higher Education. These three obligations must be carried out in a balanced manner. Wibawa (2017) explained that based on the Three Pillars of Higher Education, Education is a planned effort to realize the learning atmosphere and learning process, so students actively develop their potential to have religious,

controlling, spiritual power, personality, intelligence, noble character, and necessary skills, community, the nation needs, and the country. In addition, research is an activity carried out according to the rules and systematic scientific methods to obtain information, data and information related to understanding or testing a branch of science knowledge and technology. Finally, Community Service is an activity that utilize Science and Technology to advance the welfare of society and enrich the life of a nation. Therefore, Higher education activities based on Three Pillars of Higher Education must continue to be adjusted to keep up with the demands, developments and needs of the era by implementing teacher professional development.

Teacher professional development consist of activities that can be done by teachers in higher education. “Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically” (Glatthorn, 1995, p. 41). Teacher Professional development includes formal and informal experiences. For Formal experiences, teachers can improve their quality by joining workshops, professional meetings, mentoring, and informal experiences by reading professional publications, watching television documentaries related to an academic discipline, etc. (Ganser, 2000).

English Language Education Department (ELED) is an English major department at one private university in Yogyakarta. The teachers in this department also conduct Three Pillars of Higher Education as required by government regulations, including the community service. Based on Higher and Education Law

No. 12/2012, community service is an activity of the *civitas academica* in practicing and cultivating science and technology to advance public prosperity and educate the nation's life. As a Higher Education in Indonesia, this private university has several schemes of community service programs. ELED as one of the majors in this tertiary institution has its own community service programs. Based on the information obtained from the website of Research, Publication and Community Service Center (LP3M), it is 2019 stated that every university teacher in each department must carry out community service activities which is compatible with their respective background studies, and the community service should involve students. Teachers are also obliged to conduct at least 2 schemes of community service programs. In this case, the researcher believes that after participating in community service, teachers will increase experience and examining his or her teaching systematically. Therefore, community service can be used to support the teacher professional development.

However, Supangkat the head of Research, Publication and Community Service Center (2019) reported that teacher still have low interest in conducting community service compared to research grants. This empirical data is in contrast with the researcher's experience when joining one of university teachers' community service at secondary school level, in which it was found out that the activities that the teachers did in PKM was teaching, mentoring, and guiding. These activities are in accordance with the study background of each teacher, so they can practice and share how to improve their skills which shows that through community service, TPD can be implemented side by side. So, from the explanation above, this

research is interested in deeply investigating community service to maintain TPD (Teacher Professional Development).

Statement of the problem

A good quality of education is strongly influenced by the performance of teachers in carrying out their duties so that teacher performance is an important demand for achieving educational success. In general, good quality education is a benchmark for the success of the performance shown by the teacher. However, the reality shows that the quality of teachers in Indonesia is still relatively low. This is partly due to the non-fulfillment of the quality of education (Putri & Imaniyati, 2017, p. 203). Tanang & Abu (2014) supports that limited facilities in schools also an obstacle in doing TPD activities. The disobedience of effective features in professional development prevents teachers from bringing change, generating new knowledge, and solving problems they face.

Many studies were also conducted to investigate the implementation of the Three Pillars of Higher Education, (Wiyono, 2016; Alwiyah et al., 2016; Permanasari, 2019). The results indicated that the implementation of Three Pillars of Higher Education in Indonesia can be considered low especially the community service of the teachers as means that the professionalism of the teachers in Indonesia needs to be a concern.

English Language Education Department (ELED) is an English major department at one private university in Yogyakarta. The teachers in this department also organizes the community service of teachers as required by government regulations. Community service also aims to practice or test the results of research

conducted by teachers. Yamin explained that teachers must be able to interact (communicate) efficiently and effectively with students (in the form of guidance or tutorial); establish cooperation with other relevant agencies with learning to be provided in industrial practice (as cited in Wiyono, 2009, p. 51).

Other studies also stated that community service which is one of the Three Pillars of Higher Education which should be a unit with two others Three Pillars of Higher Education, has not yet received adequate appreciation. It can be seen from Directorate General of Higher Education explained the data that up to 2010 less than 5% of the university teacher population and less than 1% of professors who actively carry out community service (as cited in Noor, 2010). From these statements, it found out the reasons why community service in Indonesia can be considered low. Which is very unfortunate considering that many benefits should have been derived from community service in the effort to the teacher professional development.

Based on the researcher's experiences when the students help as a facilitator of one of the teacher's community service, the programs were beneficial, and the researcher believed that community service can increase teacher professional development if the community service in line with background knowledge of the teachers it will certainly support the teacher professional development and it can help the students practice their teaching ability on the class. Therefore, based on this statement, the researcher intends to find out about TPD by community service.

Delimitation of the problems

Based on the statement of the problems explained in the previous section, this research focused on the contribution aspects of community service to the teacher professional development which took place at an English department in a private university in Yogyakarta, particularly university teachers' opinions about community service programs regarding its benefits for the university teachers and what activities in community service that can sustain the TPD of several choices about the research design, the study utilized qualitative used descriptive qualitative. Furthermore, among several choices of data collection methods, this study used in-depth interviews with four participants.

Research question

The research question being investigated in this study are:

1. What are the university teachers' opinions about community service programs regarding its benefits?
2. How can community service programs support the university teachers' professional development?

Objectives of the study

Based on the research question, this study aims:

1. To find out what are the university teachers' opinions about community service programs regarding its benefits?
2. To identify how community service programs can support the university teachers' professional development?

Significance of the research

The findings of this research are expected to give benefits:

For researcher. After doing the research as a pre-service teacher, the researcher will get additional knowledge about the importance of having the 4 competencies as a teacher and the implementation of Three Pillars. The references to various kinds of activities in community service that could maintain their professional development, Besides, the researcher can be understanding what to prepare and what to do in the future if we want to be good educators.

For the teachers. This research is expected to provide cognition, especially for teachers regarding the reference of activities that carried out in community service and the benefits of these activities to further maintain their professional development.

For the institution. This study intended to give information to those who carry out community service in the educational environment so that through community service activities can maintain TPD, therefore the institution can future make policies that are more directed to community service and TPD to carry out good Three Pillars under the Law of Republic Indonesia.

Other researchers. First, the researcher hopes that the result of this study enriches the knowledge of the other researchers who want to know and analyzed community service and the TPD in Indonesia. Then, this research can be useful as references for the students who want to conduct a study on the same topic.

Organization of the chapter

This research contains five chapters. Chapter one consists of the background of the research, identification of the research, delimitation of the problem, research questions, objective of the research, and the significance of the research.

Chapter two is the literature review. This chapter provides all the information and basic theory which cover teacher professional development, three pillars of higher education, community service and community service as a mean to maintain TPD. In this chapter, the researcher also provides review of related studies and conceptual framework.

Chapter three is the methodology. This chapter gives a clear illustration of how this research is conducted and how the data are collected. This chapter discusses the methods, the instruments, the participants, settings, and data gathering techniques. In this research qualitative methods were used, the participants were six university teachers, and the research was conducted on the ELED of private university in Yogyakarta. In this chapter, the researcher also explains how to analyse the data.

In chapter four, it discusses the research finding and discussion. This chapter provides detailed information about the data collection from the conducted research and analysis of the data. This chapter presents the results of the data which are about the university teachers' opinion about community service regarding its benefits, and how community service program could maintain TPD. Besides, the researcher also

relates the finding to the relevant literature reviews or theories provided in this research to be the discussion of the research.

Chapter five consists of the conclusion and recommendations. This chapter explains the general answers to the research questions and the recommendations from the researcher. In the conclusion, the researcher presents the summary of this study. The second part is the recommendations which are given to teachers, institution, and other researchers.