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by

Effects of Self-Awareness and Sense of Belonging on Teachers' Professionalism

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Abstract — The purpose of this research was to determine the relationship between self-awareness and a sense of belonging to teachers' professionalism. The study strategy used is a quantitative correlation involving as many as 32 teachers in research subjects. By purposeful sampling, the subjects were chosen. Self-awareness scale, Sense of Belonging Instrument (SOBI), and scale of professionalism are the tools used. Analysis of data using partial correlation testing. The findings showed that there is a connection between self-awareness and significant professionalism with very strong criteria for correlation. However, with very low criteria for correlation, there is no significant relationship between a sense of belonging and professionalism. Then there is an important connection with low correlation criteria between self-awareness and a sense of belonging with professionalism. Each relationship has a positive direction for the relationship. The relationship between self-awareness, sense of belonging, and professionalism is clarified in this study.
Keywords: Self-Awareness, Sense of Belonging, Teacher Professionalism

1. Introduction

Professionalism is an attitude that is expected to be attached to each individual in carrying out his profession, as well as teachers who become quite popular profession in society. Teachers are considered to be important positions in advancing the nation. If a teacher has a high professionalism then it will have an impact on improving the quality of education. According to Evettss (2008) professionalism consists of attitudes and behaviors that a person has for his profession. Professionalism will indirectly improve the quality of service. Further Tweve (2011: 4) explained that teacher professionalism is related to the role of teachers and pedagogic in creating an effective learning environment. So, it can be understood that the professionalism of teachers refers to the attitudes and behaviors that teachers have in interpreting the work they have so that the impact on the quality of learning.

Purwanto (2003: 15) explained that the low quality of education in Indonesia, one of them caused by the low quality of teachers. A survey conducted by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) showed that teacher quality in Indonesia is at the bottom of 14 developing countries (Pahrudin, 2015). As quoted from Asyari (2016) mentioned down from the results of Teacher Competency Test (UKG) there are 192 of 1.6 million teachers who scored above 90. While the average value of UKG is only 56 and this figure shows very low value. The fact is very apprehensive considering Indonesia is one of the country that has the largest population. The impact when the professionalism improvement of teachers is not done then Indonesia is only a country with a lot of population without qualified human resources.

Professionalism can be influenced by various things including self-awareness and sense of belonging. Morin (2011: 807) described self-awareness as a person's condition to actively identify, process, and store information about oneself. Self-awareness allows the individual to become self-conscious when reflecting on experience, feeling, and processing stimuli. The result will gain a thorough understanding of the condition of the self. Andren (2012) in his research explains that participants who perform self-awareness process can approach the

professional situation in work. It shows that there is a link between self-awareness and professionalism of work. In line with Dahlberg, Dahlberg, and Nystrom (2008) explained that reflecting on life is the best way to achieve meaningful individual meaning. By doing psychosynthesis, then the individual shows that they have self-awareness on the job. Psychosynthesis is a deep insight of the overall condition of the self, whether physical, emotional, mental, or spiritual.

Related to the sense of belonging, Marsh, et al (2007: 7) explained that the sense of belonging is a central aspect of the way the individual defines who he/she is when in a certain community. The sense of identity is based on social interactions that show ownership of the community through shared beliefs, values, or habits. With the sense of belonging, individuals feel to be part of a community whose impact will provide comfort in interacting and productive in the community. Inalhan and Finch (2004) explained that a sense of belonging will be formed in the workplace when the individual is able to develop attachment to the individual place of work. Can be understood that the attachment becomes the factor of the formation of a sense of belonging. Jaitli and Hua (2013: 131) added that there is a significant positive relationship between sense of belonging to environmental support in the form of physical attributes of workspace to increase work productivity. The physical attributes of the workspace include the type and level of lighting, office furniture, office equipment, plans and layout of the workspace, interior, etc. With good physical attributes will make the individual feel a sense of belonging that can indirectly impact on work productivity that leads to professionalism work.

From the above explanation, the researcher is interested to see the relation of the sense of belonging and self-awareness on the professionalism of the teacher. The expected result in this research is to know whether the sense of belonging and self-awareness have an influence on professionalism of teacher work. The purposes of this studyis to know the relationship between self-awareness and sense of belonging on the professionalism of teachers

2. Methodology

This research uses a correlative quantitative approach to determine the relationship between variables. The research subjects were selected by stratified random sampling. The research subjects were spread in 12 schools with 40 research subjects. There are 3 instruments used in data collection namely self awareness scale with alpha efficiency 0.825, Sense of belonging instrument (Hagerty and Patusky, 1995) with alpha efficiency 0.787, and professionalism scale with alpha coefficient 0.826. Partial correlation analysis technique was used to test the research hypothesis with the help of the IBM SPSS 22 program.

3. ResultAndDiscussion

Hypothesis was tested by using partial correlation resulted as follows.

Table 2 Correlation Test Results

Variable x	Variable y	N	r	P
self awareness	professionalism		0,749	0,000*
sense of belonging	professionalism	40	0,213	0,539**
self awarenesss and sense of belonging	professionalism		0,361	0,046*

Ket : *$p<0{,}05$; **$p>0{,}05$

From the table indicates that there is a relationship between self-awareness with a significant professionalism with very strong correlation criteria (r = 0.749, p <0.05). But for the second hypothesis, there is no significant relationship between sense of belonging with professionalism with very low correlation criteria (r = 0.213, p> 0.05). Then for the third hypothesis, there is a significant relationship between self-awareness and sense of belonging with professionalism with low correlation criteria (r = 0.361, p <0.05). Each has a positive relationship direction because the value of r positive, meaning the more self-awareness and sense of belonging then increasing professionalism.

Based on the results of the study it is known that there is a relationship between self-awareness with a significant professionalism with very strong correlation criteria. This condition shows that professionalism can be influenced by self-awareness. The strength of the relationship shows a positive linear, which means the higher self-awareness then the higher the person has an attitude of professionalism. The same thing revealed by Andren

(2012) that self-awareness able to approach the professional situation in work. The self-awareness process helps workers find useful theories and methods for understanding professional practice, helping to understand "who I am", and improving skills. The effort to develop self-awareness in the individual can pay attention to the main aspects of self-awareness such as attention, wakefulness, architecture, recall of knowledge, and emotive (Solso, 2008)
.

Richardson and Shupe (2003) explain that self-awareness can help teachers improve work effectiveness and satisfaction, increase autonomy, and build more positive relationships in dealing with children with emotional and behavioral disorders. Under these conditions, it is not uncommon for teachers to feel that they have difficulty that can lead to stress in educating a disabled child. But Gold and Roth in Richardson and Shupe (2003) identified self-awareness of teachers as key components for managing stress.

Self-awareness of teachers can be improved through writing diaries. The critical analysis that emerges while writing reflects the teacher on the beliefs and practices of learning. Teachers who regularly write about their self-awareness as a teacher can provide some constructive change behavior both inside and outside the classroom. Writing journals for self-awareness purposes has two main functions: (1) to document and record thinking and learning activities so that they can be evaluated later, and (2) for analysis. Thus, teaching diaries can be used as a way to explore the origins and implications of a teacher's attitude and as a way of documenting classroom teaching practices. Furthermore, teachers can compare their stated beliefs in written with recorded class practices to monitor inconsistencies. In this way, teachers can use teaching diaries as a problem-solving tool, because they reflect new teaching ideas, and as a means to legitimize teacher learning practices. (Farrell, 2013).

In certain working conditions not only judged solely to meet the needs of life but is a form of actualization. This is in accordance with the statement of Hendrawati, Ermayanti, and Zamzami (2014) that there is a relationship between work productivity and self-actualization opportunities. The process of self-professionalization continuously of course indirectly brings teachers to be able to actualize. So, the need to consider other factors that can affect the increasing professionalism of work.

4. Conclusion

The results showed that there is a relationship between self awareness with a significant professionalism with very strong correlation criteria. But there is no significant relationship between sense of belonging with professionalism with very low correlation criteria. Then there is a significant relationship between self awareness and sense of belonging with professionalism with low correlation criteria. Each relationship has a positive relationship direction because the value of r indicates a positive number. This study provides consideration for teachers and stakeholders to review aspects of self-awareness that can affect the professionalism of work. Further research recommendations in order to test a suitable treatments to improve self awareness of teachers in order to increase professionalism.

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