Impact of Sense of Belonging and Self-Awareness on Professionalism of Teachers

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Abstract -- This study was aimed to determine the relationship between self-awareness and sense of belonging on the professionalism of teachers. The research approach used is quantitative correlative involving research subjects as much as 32 teachers. The subjects were chosen by purposive sampling. The instruments used are self-awareness scale, Sense of Belonging Instrument (SOBI), and scale of professionalism. Data analysis using partial correlation test. 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. This study provides clarification of the relationship between self-awareness, sense of belonging, and professionalism.

Keywords: Sense of Belonging, Self-Awareness, Teacher Professionalism

1. Introduction

The poor quality of education in Indonesia is due to a number of factors, one of which is poor teacher quality (Purwanto, 2003). According to a UNESCO survey, Indonesia has the lowest teacher quality among 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. Given that Indonesia is one of the world's most populous countries, this fact is extremely concerning. When teachers' professionalism is not improved, Indonesia becomes just another country with a large population but few qualified human resources.

The sense of belonging is a central aspect of the way the individual defines who he/she is when in a certain community (Marsh, et al, 2007). 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 type and level of lighting, office furniture, office equipment, plans and layout of the workspace, and the interior are all physical attributes of the workspace. With good physical characteristics, an individual will feel a sense of belonging, which will have an indirect impact on work productivity, which will lead to professionalism.

Teachers have an important role in learning activities. The importance of teachers' role in learning makes teachers should have professionalism in carrying out their duties. The term professionalism according to Demirkasumoglu (2010: 20148) is the work behavior and attitude of a person in providing the best service in accordance with the highest standards owned. Professionalism of teachers can be seen from the ability of teachers in implementing quality learning (Cole, 2011: 18). So, it can be concluded that the professionalism of teachers is a set of ability of teachers in carrying out their professional duties armed with scientific competence possessed, a sense of belonging to the profession, and loyalty in dedication to provide services to others. The professionalism of teacher work can be seen from the ability of teachers in carrying out all the professional competencies required to perform their educational and teaching duties.

Quality learning requires skills to adapt to existing circumstances, professional systematic assessment and action against criteria derived from theory, research, professional experience, and evidence for innovative improvement (Caena, 2013: 12-13). The development of teacher professionalism will basically only work well if its impact can foster innovative attitudes. Teachers must have an innovative attitude to develop students' potential to be able to cope with the times (Zuljan and Vogrinc, 2010: 458). Based on this, teachers must innovate in order to be able to implement quality learning, so the innovative attitude of teachers is needed in the achievement of teacher professionalism.

OECD (2009: 49) argues that the development of teacher professionalism is useful for improving individual skills, such as knowledge and skills related to teacher's tasks. The development can be done by providing training that is routinely implemented so that the professionalism of teachers can continue to grow. Department of Education (2005: 4) states that teachers are required to always review their professionalisms. In order for teachers to evaluate their performance and make improvements by attending training held at the school and government. Teachers can monitor their professionalism by doing team learning activities with colleagues, doing research, and so forth.

Individuals with good self-awareness will be able to understand the consequences of behavior and realize the consequences that will be faced (Steven and Howard, 2003). Self-awareness is the foundation of all elements of emotional intelligence as a first step to understanding oneself and to change. Self-awareness is the ability to focus attention on oneself as an object (Carver, 2003; Duval and Silvia, 2001), thus impacting the ability to evaluate oneself in positive or negative aspects (Silvia and O'Brien, 2004). Steven and Howard (2003) state that self-awareness is the ability to recognize feelings. This includes the ability to convey thoughts and feelings clearly, defend themselves and defend opinions (assertive), directing and controlling themselves, the ability to be independent, recognize and accept the shortcomings and advantages themselves, realize their potential, and satisfied with its potential. Chaplin (2002) added self-awareness is an awareness of mental processes or about existence as a unique individual.

There are three characteristics in the process of self-awareness, which recognizes emotions, self-confidence, and confidence (Goleman, 2002). Self-awareness in the context of emotional intelligence that is able to recognize and sort out feelings, realizing the presence of emotional existence, knowing the strengths and boundaries of oneself so that one can utilize, express, control and also communicate with other parties. Of the most basic emotional intelligence skills are self-awareness. Without realizing what a person feels, someone will not be able to act and think exactly according to the situation. Solso (2008) explains below there are main aspects in self-awareness that is attention, wakefulness, architecture, recall of knowledge, and emotive. These aspects are the main thing in self-awareness. From these aspects the individual can know the extent to which the individual has developed self-awareness in life so that in life socialize can be aware of themselves and others.

Sense of belonging is conceptualized by Maslow as reflected in one of the human needs levels that belong to the need for deficiency. Deficiency needs encourage people to try to achieve those needs. That is, if the need for deficiency has not been met then humans will not move to meet the needs above. The need for a sense of belonging is fulfilled through satisfying relationships with others who interact with individuals. These relationships imply the acceptance of others towards individuals socially (Martin and Joomis, 2007). Jones (2003: 1) adds that the concept of sense of belonging is closely related to the concept of fit from Holland, the concepts of togetherness of Bowen, the attachment theory of Bowlby, the inclusion concept of Kegan, the relatedness of Guisinger and Blatt, as well as other terms such as adjustment, attachment, bonding, engagement, connectedness, security, and commitment.

Jones (2003: 3) shows a sense of belonging has a relationship between mental health, self-efficacy, self-esteem, can provide therapeutic benefits, low levels of depression and anxiety, improve coping skills, facilitate adaptability, improve neurological function, safe and healthy, improves performance and motivation, improves intellectuality and cognition, improves disease resistance, and provides better physical health. Poston (2009) describes several factors that influence the formation of a sense of belonging such as socioeconomic conditions, the level of family education, the environment in which individuals grow, and individual education. Sense of belonging plays an important role in one's self esteem. If the level of sense of belonging is low, then the individual may experience social anxiety and may withdraw to lower the social level. In order to be balanced then the individual must identify the sense of belonging factors that exist in the individual self to then mingle on the social level in accordance with himself.

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. There are 3 purposes of this study, namely

1. To know the relationship of self-awareness on the professionalism of teachers
2. To know the relationship of sense of belonging to the professionalism of teachers
3. 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 10 schools with 32 research subjects. There are 3 instruments used in data collection namely self awareness scale with alpha efficiency 0.925, Sense of belonging instrument (Hagerty and Patusky, 1995) with alpha efficiency 0.717, and professionalism scale with alpha coefficient 0.926. Partial correlation analysis technique was used to test the research hypothesis with the help of the IBM SPSS 23 program.

3. Result

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		0,849	0,001*
sense of belonging	professionalism	32	0,113	0,639**
self awarenesss and sense of belonging	professionalism		0,361	0,036*

From the table indicates that there is a relationship between self-awareness with a significant professionalism with very strong correlation criteria (r = 0.849, 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 = 0.113, 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.

4. Discussion

According to the study's findings, there is a strong correlation between self-awareness and significant professionalism. This situation demonstrates how self-awareness can influence professionalism. 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. Workers can use the self-awareness process to find useful theories and methods for understanding professional practice, understanding "who I am," and improving skills. Individuals can focus on the main aspects of self-awareness, such as attention, wakefulness, architecture, knowledge recall, and emotive awareness, in their efforts to develop self-awareness (Solso, 2008).

Because the two terms have similar meanings, the term of fit can be used to replace the term of sense of belonging in a professional setting. Jones is a well-known figure in (2003: 1). Fit, according to Holland and Brown (27: 2005), is the degree of compatibility between a person's personality and the type of work environment. Relating to the variables of sense of belonging and professionalism, from the results of research it was known that there is no significant relationship between the sense of belonging with professionalism. Correlation criteria included at very low. That is, teachers can continue to work professionally even if they do not feel a sense of belonging in their work environment. This can be influenced because other factors such as a teacher's ability to teach, perceptions of the work environment, work motivation, principal leadership, length of service, and teacher welfare can all influence a person's decision to continue working professionally (Ramadhan, 2020).

In certain working conditions not only judged solely to meet the needs of life but is a form of actualization. This is in line with Hendrawati, Ermayanti, and Zamzami's (2014) assertion that there is a link between work productivity and opportunities for self-actualization. Self-professionalization is a continuous process that, of

course, leads to teachers being able to actualize. As a result, there is a need to consider other factors that may have an impact on work professionalism.

5. Conclusion

The findings revealed a link between self-awareness and significant professionalism, with very strong correlation criteria. However, with very low correlation criteria, there is no significant relationship between sense of belonging and professionalism. Then there's a strong link between self-awareness and a sense of belonging, as well as professionalism, with a low correlation coefficient. Because the value of r is a positive number, each relationship has a positive relationship direction. This study encourages teachers and stakeholders to think about aspects of self-awareness that can affect work professionalism. More research is needed in order to test appropriate treatments for teachers' self-awareness in order to improve professionalism.

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