

# TurnitinPotraitofPersonalityProfesioanlismofFemale

*by Mesta Limbong*

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## POTRAIT OF PERSONALITY PROFESSIONALISM OF FEMALE TEACHER IN PALM OIL PLANTATION IN INDONESIA

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**Abstract:** *The purpose of the study was to get a picture of the personality and professionalism of female teachers in palm-oil plantations in Pangkalan Bun region of West Borneo and Riau Islands of Sumatra in Indonesia. Palm-oil plantations in Indonesia are generally isolated, tend to be homogeneous and related in scope of work. The population reached by 106 female teachers. Data obtained from the results of filling out the questionnaire and focus group discussion (FGD). The result of research shows the personality of female teachers, such as: having confidence, being able to build relationships, preferring to be together, being able to build life values. From the previous researched (Mesta Limbong 2019), show that female teachers are disciplined, find solutions if there are problems, have work skills, develop themselves with various internal and external activities in the program, make reports, pay attention to ethical signs and universal values, and develop themselves by reading, as well as taking part in helping communities around palm-oil plantations with the companies carrying out social activities such as equipping families with healthy living, utilizing the environment (Mesta Limbong 2019). Research findings which are related to professionalism female teachers generally have a bachelor degree background, have a commitment, master the material which is taught by them, think systematically, and develop themselves in their fields. Professionalism indeed cannot be fulfilled optimally, such as training and personal development cannot be carried out continuously. That is why most teachers in Indonesia do not have national certification as professional teachers yet.*

**Keywords:** personality, professionalism, female teacher

### 1. Introduction

Indonesia has regulations relating to the professionalism and personality of teachers in article 1 of Chapter 1 of the Teacher and Lecturer Law of 2005 No. 14 "Teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, evaluating, and conducting evaluations of the students in early childhood education of formal education pathways, primary and secondary education. Meanwhile the teacher personality referred to "relates to personal abilities that reflect a steady, stable adult personality, wise, authoritative, which sets as an example for students, this relates to: acting with regard to social norms, having pride as a teacher, being consistent in taking actions, being independent in doing something, being wise in thinking and acting, having positive behavior, being

respected and having norm values that are more complex related to religious values and behavior that can be emulated by students.

The prevailing regulations have provided indicators that must be fulfilled by teachers in carrying out their duties as professional and personality educators. But in reality, there are still many teachers who are not being optimal in carrying out their duties at school, it does not rule out the possibility of teachers pay less attention to life at school, relationships between students or the relationship of students and teachers, except in learning process. Actually the task and responsibility of the teacher cannot be done casually, because the task is forming shape of the character of each student.

Female teachers who pursue careers become competent teachers not only in education, but they are also expected to take part in the program activities carried out by the company towards the surrounding community. In general, palm-oil plantations in Indonesia have an isolated environment, dependency, and the expectation of the parents towards teacher dominantly in providing assistance to their children who go to school is very big. It means, female teachers who teach in an palm-oil plantation environment are unique. Not only they have to be able to do their jobs in a professional manner, but they must be able to be loyal to the company environment and periodically the female teachers are involved in assisting the surrounding community.

The female teacher does not only teach, but as part of the company does some activities that the company programmed for the surrounding community. Referring to the background that has been described, the question arises as to how is the personality of female teachers in palm-oil plantations in Pangkalan Bun and Riau in Indonesia? How is the professionalism of female teachers in palm-oil plantations in Bun and Riau? What kind of efforts which have been taken by female teachers to develop their personality at Pangkalan Bun da Riau in Indonesia? What kinds of efforts have been undertaken by female teachers to develop their professionalism at Pangkalan Bun and Riau in Indonesia?

## 2. Literature Review

### 2.1 Personality

Personality based on Fred Luthans (2011): a. Conscientiousness characterizes people who are careful, dependable, and disciplined, warmth, gregariousness, responsible, thorough, behave ethically, self-disciplined, dutiful; b. Neuroticism, few characters of being anxious, self-pitying, worrying, impulsiveness, depression; c. Openness to experience, this dimension is the most complex and has the least agreements among scholars; d. Agreeableness, this dimension includes the traits of being courteous good natured, friendly, helpful, honest; e. Extroversion, characterizes people who are outgoing, talkative, sociable, and assertive, energetic, enthusiastic, outgoing, warmth, gregariousness, positive emotions and excitement seeking. Other opinions expressed by Sandra Buela and Mamman Joseph (2015), Personality is considered to be a systematic, organized, developing and being expressed in a person's action. The components are motives, emotion, mental models, and the self. It's also an individual's pattern of character as seem to be thought, emotions, and behaviour, together with the psychological mechanisms that are hidden or not hidden behind. Robbins and Coulter (2012) personality is a unique combination of emotional, thought, and behavioural patterns that effect how a person to situations and interacts with others. Personality is most often described in terms of measurable that a person exhibit.

Luthans, Joseph Coulter look at the personality characteristics differently. But their opinions are complementary to each other, because conscience is related to morals, values that are adhered to, are not easily prejudiced, are reliable, means that they can be trusted and are willing to help. A whole personality is very closely related to the desire to get along, behave ethically, love one and another, not easily anxious, open, polite to help, develop and open in ways of thinking and acting, sociable, warm. On the other hand, there are also personality that might reflect neuroticism, easy to be depressed, closed, lack of discipline, less caring.

Based on the Ministry of National Education's National Standards (2005) which becomes a reference for teachers in Indonesia are steady, stable, mature, wise, authoritative personality and role model for students and morality. It means that they can be emulated, acted, act and behave according to social norms that run in society, as well as being able to actualize themselves in a social life that displayed behaviors and characteristics that could be imitated as an educator who have commitment and responsibility for their work as teacher. Personality acts as the color of the individual in dealing with every dynamic of life.

Forming of personality is a process related to how attitudes, emotions are displayed in behavior, how to build themselves in processes which sometimes collide and is not as it expected before. However, one day it will be a picture which is expressed in the form of concrete behavior that is adjusted to the values that are implanted early in life and can be observed by others around the person that reflected in the form of behavior.

## 2.2 Professionalism

In Law No. 14 of 2005, article 1 paragraph 1 shows that the teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, evaluating and evaluating students in early childhood of formal education, basic education, and secondary education. Still in the same source in CHAPTER II, Article 7, that the profession is a special field of work which is carried out based on the principles: talent, interest, find oneself, idealism, commitment, quality of education, academic qualifications, competencies in accordance with the field of duty, have responsibilities for the implementation of the professionalism. Article 10 still in Law number 14 of 2005 paragraph 1, shows that teachers have pedagogical competence, personal competence, social competence, and professional competence obtained through professional education. This study only concerns personality and professionalism.

Hoyle said that "Professionalism as a term used to describe enhancement of the quality of service" quoted from Mesta Limbong (2019). Boyt Lusch and Naylor still quoted from Mesta, said that "Professionalism consists of the attitudes and behaviours one possesses toward one's professions. It is an attitudinal and behavioural orientation that individuals possess toward their occupations."

Mesta Limbong (2019), There are problems which are faced by teachers in palm oil plantations such as, the opportunity to participate in training activities conducted by the government is very limited, because of the number of participants is limited. Even though the teachers have fulfilled the national standards with their educational background, they still require an upgrade for their knowledge. If the five-year work period does not get the opportunity to be upgraded, the knowledge will be obsolete and will not in the same path with the recent development of the teachers' knowledge without a doubt.

Professionalism is related to: attitudes, abilities, skills, behaviors, expressions of life activities which are done related to the responsibilities to the professional.

### 3. Research Method

The condition of plantations in Indonesia which is located in areas far from community settlements, schools were built to facilitate the children of workers on the plantations and surrounding communities. For example, the school that was visited by the researchers from Riau, they still had to travel by private vehicle for 5 hours. The schools in Riau are in scattered locations. Female teachers who filled out the instruments were facilitated by the company in order to be able to join. Some take 10 hours to get to the company's training center. This is done so it can be effective and efficient. Because if the researchers do the research in each school with scattered locations, will require large funds and a long time.

Because the company facilitates researchers, the research can be done in one location. The research can be done with the help of the company, the teachers are facilitated by the company to be present at the same location, they use vehicles and stay at the company's training center. This is a huge help that was given by the company so the research can be conducted. If it was not done at the same time and location, it will be very difficult to reach and requires large funds. The teachers who participated in this study were coordinated by the company, so that it could be completed with the planned schedule and time.

The study was conducted in the Pangkalan Bun region in West Kalimantan and Riau in Sumatra. The purpose of this study is to find out the personality of female teachers in palm-oil plantations in Pangkalan Bun and Riau in Indonesia, to determine the professionalism of female teachers in palm-oil plantations in Pangkalan Bun and Riau, to determine the relationship between personality and professionalism of female teachers in palm-oil plantations in Pangkalan Bun and Riau.

The study population is female teachers who work as teachers in palm-oil plantations in the work area of PT. AAL, which was taken as a sample in this study, all of them are female teachers from several schools in Pangkalan Bun in West Kalimantan and several schools in the plantation area in Riau, North Sumatra.

The study was began in July 2018 by submitting an application to visit schools in the Pangkalan Bun and Riau regions. In the middle of November 2018 and in early December 2018 a field visit could not be carried out simultaneously at the time of data collection, due to different locations. The number of female teachers who became respondents was 106 women who worked as teachers in the Pangkalan Bun school area and schools in Riau in the palm-oil plantation area of PT. AAL tbk. This research was conducted with a descriptive quantitative approach. Data obtained by filling out a questionnaire related to personality and professionalism, and completing the data in question also carried out focus group discussion (FGD).

### 4. Discussion and Conclusion

#### 4.1 Respondent Characteristic

It has been explained, that female teachers who work in the palm oil plantation environment are unique. Why they are unique, because it turns out that the task as a teacher is the main task and there is another task such as to provide assistance to the surrounding community.

Another thing that is done by female teachers is also to assist students and parent, because they have a high hope on female teachers. This means that female teachers who teach students on palm-oil plantations cannot be compared to the tasks of teachers in general. It can be concluded that female teachers who work as educators in the palm-oil plantation environment do not only see teaching as the main task, they also have obligations as social workers who support the tasks and programs of the company.

Respondents have worked for more than 5 years, have D4 / strata one degree (Mest<sup>12</sup> jimbong, 2019). In recruiting female teachers, the companies have met the regulations set by the government of the Republic of Indonesia. The findings show that 90% of teachers with a bachelor / D4 background, another 10% with D3 background.

#### 4.2 Female Teacher Personality

The findings of this study regarding to the personality of female teachers: have confidence, are able to build relationships, like togetherness, freedom to express themselves and they also build peace. Expression of emotion in carrying out the tasks always gives a positive response in communicating with: students, with colleagues and with the environment in which they work. Respondents have truth values, are able to express opinions, and use varied learning methods. Respondents build relationships and relation with the environment, know the ability of the values of truth, and are ready to serve students. The obstacle was faced by respondents is the use of leisure time. Routine tasks that have taken up time, making female teachers really take advantage of time with the family.

Female teachers like being together, such as: paying attention to the success of student in learning, using gentle language, having a compassionate nature, giving appropriate praise. They also have the freedom to express emotions, such as: having friendly nature, giving appropriate praise, examples in the form of behavior, helping students to solve problems, not arrogant, and open. Only 1-2% of all teachers has unsuitable personalities in this study.

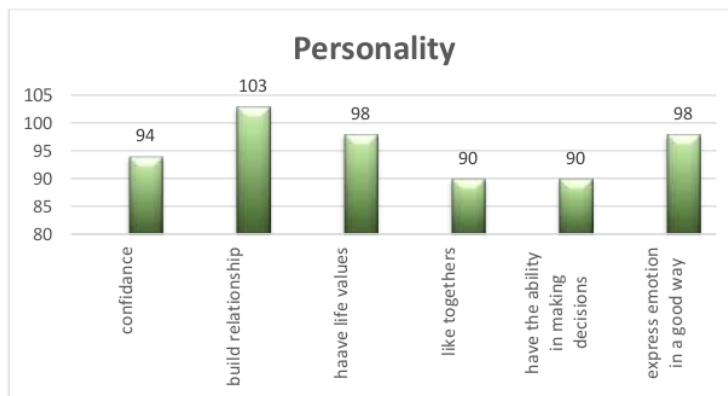


Figure 1: Female Teacher Personality

Figure 1 is a picture of the personality of the female teacher. research findings reflect the confidence of 106 respondents as many as 94 respondents (88%) have high self-confidence, 103 respondents (97%) build relationships. Personality of female teachers on plantations who declare self-confidence as many as 94 respondents (88%) have high confidence. Measured aspects of self-confidence relate to: doing tasks flexibly, giving positive responses to

students. The condition of respondents who live side by side with students makes them very well-known and can be easily understood by students. Education tends to have attitudes and behaviors that tend to protect students, being open, helping each other, accepting students and communicating with students.

Respondents recognize the freedom to express the emotions in a positive form, such as: accepting input from students, being able to interact and not being arrogant, showing behavior that can be an example, being able to give appropriate praise to students who excel. So that in carrying out their duties can provide a positive influence on the environment, especially for students. While all respondents who deal with freedom express their emotions in the right way, following the correct rules as a person and as a teacher.

From the findings of this study, teacher's personality generally reflects attitudes, actions, and behaviors that can be manipulated and imitated in the school or community environment .

#### 4.1 Female Teacher Professionalism

They are also aware do the Aspects related to professionalism as teachers such as: being commitment to the task, mastering the subject and want to develop it, having an ethic in carrying out professional duties, thinking systematically and developing themselves. In carrying out their duties the teachers are very aware of their responsibilities and pay attention to the values and ethics of the profession and want to improve their skills, focus on the problems that was faced by them, and understand the concepts of expertise, concentration and work responsibly and without burden. Even if there are some female teachers who are not optimal in performing professionalism tasks, the number is not less than 3%. In other words, teachers strongly agree that they are professionals in carrying out their duties as educators. Female teachers have creativity in terms of teaching methods. Illustrated from the following figure 2.

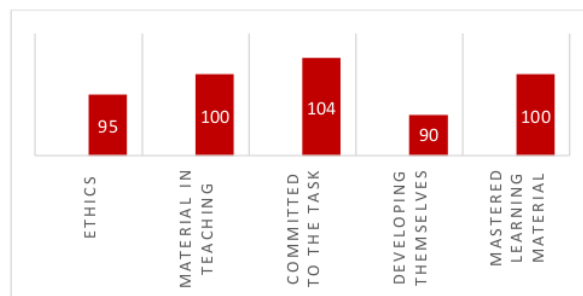


Figure 2: Female Teacher Professionalism

What makes interesting about the results of this study is that female teachers who work in a palm-oil plantation environment not only have good personalities and professionalism, female teachers also have a commitment to the development of the surrounding community. Conducting activities carried out outside of school, such as: assisting mothers regarding breastfeeding, doing healthy living and taking nutritious food and utilizing the environment for useful plants, making garbage bins (Mesta, Limbong, 2019). The participation of female teachers in providing services to mothers in the environment can also be a place to train and improve the personality of the teacher, as well as improve the social competence of teachers.

Female teachers actively participate in activities carried out in schools and activities / programs carried out by companies. If there are teachers who did not participate in the activities, because they have babies under the age of five. It can be concluded that the results of this study provide information; in general respondents have emotional stability. Because they are willing to listen, want to be friends for sheering and open themselves to the needs of students, they also admit that they love students, and supervise the achievements of students.

Focus on the problem, the problem was being dealt thoroughly, solve the problem with discussion, the acts pay attention to the policy that is set, conducts an analysis of the action, knows the cause and effect, and pay attention to the universal value of the respondents generally between very agree to agree. Respondents are aware of their duties, such as in dealing with problems, how to solve them, paying attention to policies, ethics and the impacts and solutions of actions or decisions made at the expense of others.

Respondents are very aware and strongly agree to do their work they need to concentrate, precisely and correctly, work without feeling any pressure, transparent and make reports / reports each work and the results achieved measurable. In carrying out the task, the respondents was exchanged information with colleagues, clear instructions and coordinate with the school environment (school principals, teachers and school coordinators) and the products that were produced were measured.

Research findings show that female teachers have good personality and professionalism, which can be ascertained to have a correlation in carrying out their duties as teachers. From the aspect of legality, female teachers have been able to meet the requirements of the regulations of the Republic of Indonesia government with educational background of S-1 and D-4 and good personality, can certainly have an impact on their duties and as qualified educators. Need to know, to become a teacher in a palm-oil plantation environment, the company also uses a measurable test and it is certain that the recruited teacher meets the criteria set by the company and the regulations that apply in Indonesia.

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The conclusion allows you to have the final say on the issues you have raised in your paper, to synthesize your thoughts, to demonstrate the importance of your ideas, and to propel your reader to a new view of the subject. It is also your opportunity to make a good final impression and to end on a positive note.

## 5. Summary Research

The findings of this study regarding the personality of female teachers: have confidence, are able to build relationships, like togetherness, freedom to express themselves and also build peace. Expression of emotion in carrying out the tasks always gives a positive response in communicating with: students, with colleagues and with the environment in which they work, have truth values, are able to express opinions, and build relationships and relationships with the environment, aware of the ability of values the value of truth, and ready to serve students. Female teachers like being together, such as: paying attention to the success of student in learning, using gentle language, having a compassionate nature, giving appropriate praise.

They also have the freedom to express emotions, such as: friendly nature, giving appropriate praise, examples in the form of behavior, helping students to solve problems, not arrogant, and open. Only 1-2% of all teachers' personality which did not match with the aspects concerns in this study. Professionalism as a teacher is measured from: professional ethics,



commitment to the task, master the subject / material in teaching, responsible, systematic thinking, and develop themselves.

95 Respondents (89%) female teachers realized that professional ethics was important to understand and apply in carrying out their duties as teachers/ educators. Professional ethics is closely related to liking the job, maintaining the good name of the profession, carrying out duties by paying attention to the ethics that apply while carrying out teaching tasks, maintaining work ethic and discipline. 104 Respondents (98%) were committed to the task. Such as working concentration, focusing on the work, committing to the task, mastering the subject matter and willing to develop it. 90 Respondents (84%) are committed to carrying out tasks while developing themselves, such as training themselves to take part in training skills, reading books / journals that are relevant to the task, looking for new information and having the desire to attend professional education or further study. 100 respondents (94%) mastered learning material. This means that from an educational background of 95.5% having a bachelor's degree, they have strongly supported using it for their position in carrying out their duties as teachers.

Respondents pay attention to the problem at hand. They focus on the problem, each problem is resolved thoroughly, solve problems with discussion, if they act they also pay attention to the policies, analyze the action, know the cause and effect and also the solution, pay attention to universal values. The solution to the actions or decisions is made without sacrificing the others. For this reason, the teacher is conditioned to have a strategy in dealing with students and parents. Problems that often occur in school; students are late, do not do assignments, school equipment is not available, lazy to learn (no motivation), students change schools before the school year ends and lack of communication with parents.

Other activities outside the school that is done by them such as providing assistance to mothers regarding breastfeeding , healthy living and eating nutritious food and utilizing the environment, for beneficial plants, making garbage bins, providing assistance to surrounding communities , especially "mother" in the surrounding environment. So the "Mother" knows how to live healthy and the benefits for family life. Portraits of female teachers in Riau can be said professional. the teachers have made and prepared themselves to work professionally, such as: discipline, finding solutions to problems at school, discussing and developing themselves with various internal and external activities program, making reports, paying attention to ethical signs and universal values and developing themselves by reading. (Mesta, Limbong, 2019). The findings that were made from female teachers working in Pangkalan Bun are also the same.

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**From the results of the study it can be concluded:**

1. Personality s of female teachers in palm-oil plantations, such as having confidence, building relationships / relationships, having values in life, having the ability to face various problems, liking togetherness and expressing emotions in a good way, such as: caring for the surrounding community with structured activities
2. Professionalism of female teachers in palm-oil plantations. They have: professional ethics, thinking systematically, mastering learning material, and developing themselves
3. Do other activities, such as assisting the community. This shows that the teacher is able to collaborate with the company and the community.
4. In general, teachers have not yet obtained certification determined by the government.
5. Working together with the government, so every teacher has a chance to follow the teacher's certification is needed

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