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The Revitalization of Teacher Empowerment as Professionals in the Era 4.0

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Abstract: This discussion aims to describe the revitalization of teacher empowerment as professional staff in the 4.0 era. This is important given the increasing challenges faced by education in the digital age. The era of globalization and information not only has a positive impact on the civilization of a nation, but can also have a negative effect on the attitude patterns and personality of the nation's children. Various forms of violence and deviations in values and norms that occur in the community, one of which is the impact of the development of information and technological progress that is increasingly difficult to stem. Therefore, teacher empowerment is not enough to be done through education and training (training) teaching skills, more than that teacher empowerment should also be done through enlighten the spiritual and spiritual dimensions so as to be able to exude noble character while being able to internalize values and also the growth of religious awareness in students themselves by placing religion and all its teachings as a stronghold for the entry of various negative influences.

Keyword: Revitalization; empowerment; teacher; 4.0 Era.

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INTRODUCTION

Teachers are the key to success and are also sales agents of educational institutions (Pedota, 2015). The good or bad behavior or teaching methods of teachers will greatly affect the image of educational institutions. For this reason, teachers as professionals need to be improved continuously, gradually and constantly. In order for the professional capacity of teachers to be further improved, it is important that teacher resources be developed and empowered through education, training and other activities (Alma, 2009; Darmadi, 2015; Hamid, 2017).

According to Cook & Artino Jr, (2016) empowerment is an important tool for improving organizational performance

through the dissemination of decision making and responsibility. In competency standards and teacher certification, empowerment is intended to improve school performance through teacher performance in order to achieve goals optimally, effectively and efficiently (Mulyasa, 2007). Syaban (2019) also explains the same thing that empowering teachers effectively and efficiently is the use of energy so that they can work optimally and productively while suppressing extravagance. This empowerment is not a physical coercion, but rather a work strategy that still considers human elements.

Various effort have been made by the government to improve the quality of national education, both through the development of national and local curricula, increasing

teacher competence through training, procurement of books and learning tools, teacher certification, procurement and improvement of educational facilities and infrastructure and improving the quality of school management. However, it seems that these efforts have not shown encouraging results (Haseena & Mohammed, 2015; Heggen et al., 2010). The community is still talking about school graduates who are not qualified, even from a moral point of view it seems to be deteriorating. Honesty is very lacking, manners are not there, lack of discipline, lack of responsibility, lack of shame, abuses everywhere, until this country becomes the third most corrupt country in the world. These are all products and outcomes obtained during school (Alma, 2009).

So far, efforts to empower and increase teacher competence have often been carried out through education and training activities carried out by the authorized Training Center Institutions. In general, the implementation of the education and training is more oriented towards providing teachers with actual information about effective learning methods and techniques to improve the quality of the learning process and the quality of student learning outcomes (Susilowati & Suyatno, 2021; Syukkur & Fauzan, 2021; Yulianto, 2021). There is almost no education and training that is oriented towards fostering the mental and spiritual attitudes of teachers as important things for an educator in carrying out their duties and responsibilities as an educator at school. This is because educators are not only required to transfer of knowledge, but also transfer of value through a process of internalizing values into each individual student.

Starting from the problems mentioned above, the revitalization of the empowerment of teachers as professionals is absolutely necessary. Revitalization means the processes, methods and actions of reviving something that was previously insufficient (Grimmett, 2013). While revitalization in the context of education means maximizing all the elements of education that is owned to be more vital or empowered, so that the goals

and processes of education can be achieved and carried out optimally as well (Bai et al., 2009; Hornberger & De Korne, 2018).

The revitalization of teacher empowerment in the 4.0 era is becoming increasingly important considering the various impacts that the industrial era may have (Yunus et al., 2021). The Industrial Revolution 4.0 is a change in which to produce goods, utilizing machines as driving and processing power. This industrial revolution is here to answer the problem of effectiveness and efficiency in producing an item. This Industrial Revolution 4.0 integrates cyber technology and automation technology. The impact of the industrial revolution era 4.0 is that in its application it no longer empowers the human workforce, because everyone has applied the concept of automation. Thus the level of effectiveness and efficiency of time can be increased where time is vital in the industrial world. In addition to the benefits of the 4.0 industrial revolution for the industrial sector, the benefits of technology can also be felt by everyone. Currently access to information is very easy and can be done anytime and anywhere with the internet network.

METHOD

Seeing the implied meaning in the title and the problems studied, this research is a type of library research that uses a qualitative approach, namely research that does not compute quantitative data (Moleong, 2021). There are several main keys in literature research with a qualitative approach, namely: (a) The researcher is the main instruments who read the literature accurately; (b) The research is done descriptively. It means describing in the form of words and picture not in the form of number; (c) More emphasized on the process not on the result because the literature is a work that rich of interpretation; (d) The analysis is inductive; (e) The meaning is the main point.

The data collection method used in this paper is the documentation method, which is data about variables in the form of books, notes, transcripts, newspapers,

magazines, journals, and so on. While the data analysis technique chosen is descriptive analysis using a series of logical thinking systems that can be used to construct a number of concepts into propositions, hypotheses, postulates, axioms, assumptions, or to construct them into theories. The thinking systems are: (a) perceptive thinking, which is used to perceive data that is appropriate and relevant to the issues under study; (b) descriptive thinking, which is used to describe the data systematically in accordance with the systematic discussion used in this study (Sugiyono, 2010).

RESULT AND DISCUSSION

Concept of Teacher in Formal Education

By definition, the title of teacher is not by definition, the title of teacher is not contained in Law Number 20 of 2003 concerning the National Education System unless it is included in the genus of educators (Danim, 2012). According to Disas (2017) a teacher in Islamic education is called an educator, namely "a person who direct people to a good life so that their human degree is lifted in accordance with the basic abilities possessed by humans". Meanwhile, according to Halstead (2004) educators in Islamic education are "adults who are responsible for providing guidance or assistance to students in their physical and spiritual development in order to reach maturity, capable of carrying out their duties as creatures of Allah, as the caliph on the surface of the earth, as social beings, and as independent individuals".

Teachers and educators are two different things. The word educator means a specialist in the field of education or education expert. Meanwhile, the word teacher means someone who teaches, especially at school (Dinkelman et al., 2006; Loughran & Berry, 2005; Richards, 2008). In Arabic, there are several terms known as teacher or educator, such as *ustadz*, *mudarris*, *mu'allim*, *muaddib*, *murabby* and *mursyid*. According to Hanipudin (2019), *ustadz* means that a teacher is required to be committed to professionalism in carrying out his duties. He is said to be a professional, when he is

attached to a high dedicative attitude towards his duties, commitment to quality and work processes as well as an attitude of continuous improvement, which is always trying to improve and update models or how they work according to the demands of the times, which is based on a high awareness that the task of educating is the task of preparing the next generation who will live in their time in the future.

According to Government Regulation Number 74 of 2008 concerning Teachers, the designation of teachers includes: (1) teachers themselves, whether classroom teachers, subject teachers or guidance and counseling teachers or career guidance teachers, (2) teachers with additional duties as principal and (3) teachers in supervisory positions. Meanwhile, according to Law No. 14 of 2005 on Teachers and Lecturers, teachers are "professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, primary and secondary education". Especially at the tertiary level, the term teacher is known as a lecturer, namely "professional educators and scientists with the main task of transforming, developing and disseminating science, technology and arts through education, research and community service".

Based on the above definition, although the terms lecturer and teacher are both professional educators, there are several things that distinguish between the two terms. Some of the differences are: *First*, teachers and lecturers are conceptually the same two positions / professional jobs, but operationally there is a significant difference in roles between lecturers who serve in tertiary institutions and teachers who work in schools at the primary and secondary education levels and formal early childhood education. The differences are in terms of regulations regarding: (1) position and function, (2) qualifications and competencies, (3) rights and obligations, (4) compulsory work and official ties, (5) appointment, placement, transfer and dismissal, (6) guidance and development, (7) respect, (8) legal protection,

professional protection and labor protection, (9) professional organizations and (10) sanctions, so that teachers and lecturers cannot be regulated in one law (Danim, 2010).

Second, juridically, teachers and lecturers are educators, but their duties and responsibilities are different. Apart from being educators, lecturers also function as researchers who deepen, expand and develop science and technology and arts. The competence needed for lecturers is not only to master science and technology that are already established, but also to discover new science and technology and arts through research and carrying out community service.

Third, historically, teacher organizations have existed since the establishment of the Indonesian Teachers Association (PGRI) on November 25, 1945, while the lecturers' organization has not yet existed. The existing lecturer organizations are only based on scientific disciplines such as the Indonesian Bachelor of Education Association (ISPI), the Indonesian Economists Association (ISEI) and the Indonesian Architect Association (PSAI). *Fourth*, sociologically, teachers are scattered throughout the country, from big cities to remote villages or "special areas" (such as disaster areas, isolated areas, border areas and conflict prone areas); while lecturers only served in urban areas. This has implications for the level of life difficulties, task implementation, and work risks of teachers which are very different from lecturers, so that the protection and welfare of teachers requires separate arrangements.

Fifth, teachers are prepared in universities at the undergraduate level. The competence that is developed is the ability to master the substance and learning according to the school curriculum. Teachers have the responsibility to develop the potential of students from an early age so that they become cultured adults. Lecturers are prepared in tertiary institutions at the master and / or doctoral level. The competence that is developed is the ability to master scientific structures and methods up to the latest stage,

carry out basic and applied research, and carry out community service in the context of the scientific field. Lecturers have the responsibility to develop the potential of adult students through academic, vocational or professional programs and are bound by the ethics of the academic community.

Sixth, teacher empowerment in schools is bound by the concepts and principles of school-based management, while lecturer empowerment is more tied to the concepts and principles of scientific autonomy. Individual teacher empowerment is directed at improving the quality of learning and conducting research to support the learning process; Meanwhile, lecturer empowerment is aimed at carrying out adult learning, conducting pure or applied scientific research that can contribute to the development of scientific disciplines and / or community development.

Seventh, teachers are required to be professional in mastering two competencies in a balanced way, namely competence as an educator and competence as a teacher, while lecturers are more focused on attitudes and professional abilities as a scientist-teacher (lecturer). *Eighth*, tertiary institutions as educational institutions are autonomous based on higher education units in managing lecturers. This is different from schools where teachers are managed in an integrated manner based on areas for all types at the formal education level. *Ninth*, the coaching and development of lecturers in tertiary institutions are better organized and legally more protected, and professionally, socially and financially have received more adequate rewards than teachers. Therefore, at this time there is no need to regulate lecturers. *Tenth*, the President of the Republic of Indonesia, Soesilo Bambang Yudoyono, on December 2, 2004, coinciding with the commemoration of National Teachers' Day, has proclaimed teachers as a profession. This implies that the special arrangement regarding teachers as a profession is very substantial and urgent.

Eleventh, in an international context, the position and status of teachers have been explicitly stated in the ILO / UNESCO

recommendations of 5 October 1966 signed in Paris by representatives from 165 countries, including Indonesia. The recommendation states that the concept and designation of teacher is only used for primary and secondary education, including formal early childhood education. These recommendations include providing protection for the rights and obligations of teachers in carrying out their profession (Danim, 2010).

According to Koster et al. (2005), teachers as educators must have personal quality standards that include responsibility, authority, independence and discipline. Responsibility means that the teacher must know and understand the values, moral and social norms and try to behave in accordance with these values and norms. Teachers must also be responsible for all their actions in learning at school and in community life (Bell, 2016). Authority; teachers must have advantages in realizing spiritual, emotional, moral, social and intellectual values in their personalities, and have advantages in understanding science, technology and art in accordance with the fields being developed.

Independent, which means that teachers must be able to make decisions independently, especially in various matters related to learning and competency formation, and act in accordance with the conditions of students and the environment. Teachers must be able to act and make decisions quickly, on time and on target, especially with regard to learning problems and students, not waiting for orders from school leaders or principals. Lastly is discipline; it means that teachers must comply with various rules and regulations consistently, with professional awareness, because they are tasked with disciplining students in school, especially in learning. Therefore, in instilling discipline, the teacher must start from himself, in various actions and behaviors (Mulyasa, 2006).

It can be understood that the nature of teachers as educators emphasizes their functions and duties in internalizing the values into students. Meanwhile, the teacher as a teacher emphasizes the functions and

duties of the teacher in conveying knowledge (transfer of knowledge).

Principles of Teacher Professionalism

According to the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers in Mulyasa (2007) the teaching profession is a special field of work carried out based on the following professional principles: 1) Having talents, interests, soul calling and idealism; 2) Having a commitment to improve the quality of education, faith, piety and noble character; 3) Having academic qualifications and educational background in accordance with the field of work; 4) Having the necessary competences in accordance with the field of work; 5) Having responsibility for the implementation of professional duties; 6) Having the opportunity to develop professionalism in a sustainable manner by lifelong learning; 7) Having guaranteed legal protection in carrying out professional duties; 8) Having a professional organization that has the authority to regulate matters relating to teacher professional duties.

Article 8 of Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers states that teachers are required to have academic qualifications, competencies, teacher certificates, to be physically and mentally healthy, and to have the ability to realize the goals of national education. Article 9 states that academic qualifications are obtained through higher education undergraduate program or diploma IV program. This means that to become a professional teacher, you must have at least completed a bachelor's degree or undergraduate program at a university.

It is different with the profession as lecturers, they must meet higher academic qualifications than teachers. This can be understood based on the provisions of Article 46 paragraph (1) of Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, which states that "the academic qualifications of lecturers as referred to in Article 45 are obtained through accredited higher education postgraduate

programs in accordance with their field of expertise. In paragraph (2) it is stated that the lecturer has the minimum academic qualifications: (a) a graduate of a master's program for a diploma or undergraduate program and (b) a doctoral graduate for a postgraduate program.

Apart from being required to have certain academic qualifications, teachers and lecturers are also required to have special competences that support the implementation of their profession. According to Yüksel (2014) teacher competence is a qualitative description of the nature of meaningful teacher behavior. According to the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, the competence of teachers and lecturers is "a set of knowledge, skills and behaviors that must be possessed, internalized and controlled by the teacher or lecturer in carrying out professional duties". Furthermore, Article 10 paragraph (1) states that teacher competence as referred to in Article 8 includes pedagogical competence, personality competence, social competence and professional competence obtained through professional education.

Teacher and lecturer certification is the process of granting educator certificates for teachers and lecturers. Educator certificates are formal evidence as recognition given to teachers and lecturers as professionals. It can be understood that certification in this case is an alternative effort to empower teachers and lecturers to become professional staff.

Article 14 paragraph (1) of Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers states that in carrying out professional duties, teachers have the following rights: 1) Obtaining an income above the minimum necessities of life and social welfare security; 2) Getting promotions and awards according to work assignments and achievements; 3) Obtaining protection in carrying out tasks and intellectual property rights; 4) Getting the opportunity to improve competence; 5) Obtaining and utilizing learning facilities and

infrastructure to support the smooth running of professional duties; 6) Have the freedom to provide assessments and participate in determining graduation, awards and / or sanctions to students in accordance with the principles of education, teacher code of ethics and laws and regulations; 7) Obtaining a sense of security and safety guarantees on duty; 8) Having the freedom to associate in professional organizations; 9) Having the opportunity to play a role in determining education policy; 10) Obtaining the opportunity to develop and improve academic qualifications and competencies; 11) Obtaining the training and professional development in their respective fields.

Meanwhile, the obligations of teachers can be seen through Article 20 of the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers that in carrying out professional duties, teachers are obliged to: 1) Plan learning, carry out a quality learning process and assess and evaluate learning outcomes; 2) Improve and develop academic qualifications and competencies on an ongoing basis in line with the development of science, technology and arts; 3) Act in an objective and non-discriminatory manner based on considerations of gender, religion, ethnicity, race and certain physical conditions or family background and socioeconomic status of students in learning; 4) Uphold statutory regulations, laws and teacher code of ethics as well as religious and ethical values; 5) Maintain and cultivate national unity and integrity. Looking at the explanation above, it can be understood that in addition to having certain rights that must be obtained, teachers also have certain obligations that must be carried out properly. The rights and obligations must be balanced and must not be partial. This means that both teachers and lecturers not only demand that their rights are fulfilled, but also must be able to carry out their obligations as professionals as determined.

Teacher Empowerment in Era 4.0

Teacher Empowerment in the 4.0 era demands emphasis on the aspects of

implementing a code of ethics consistently. According to Aliakbari & Amoli (2016) the code of ethics is the norms and principles agreed and accepted by Indonesian teachers as a guide for attitudes and behavior in carrying out professional duties as educators, members of society and citizens. The attitudes and behavioral guidelines referred to are moral values that distinguish good and bad teacher behavior, which may and may not be implemented while carrying out professional duties to educate, teach, guide, direct, train, assess and evaluate students and their daily interactions both inside and outside of school (Alexander, 2012; Farrell & Ives, 2015; Ningsih & Fata, 2015).

According to Tafsir (2005) code means rules, ethics means politeness. But in practice, a code of ethics does not only function as a rule of politeness. Violations of the code of ethics can be prosecuted in court. Broadly speaking, the Indonesian Teacher Code of Ethics (KEGI) contains and regulates seven things, namely (Danim, 2010): (1) the relationship between teachers and students, (2) the relationship between teachers and parents / guardians of students, (3) the relationship between teachers and the community, (4) the relationship between teachers and schools and peers, (5) the relationship between teachers and the profession, (6) the relationship between teachers and professional organizations and (7) the relationship between teachers and the government.

As a guideline for attitudes and behavior, this code of ethics aims to place teachers as a respectable, noble and dignified profession protected by law. The code of ethics is intended to function as a set of moral principles and norms that underlie the implementation of professional duties and services of teachers in relation to students, parents / guardians of students, schools and colleagues, professional organizations and government in accordance with religious, educational, social values, ethics and humanity. The term norm here means something that is good or bad as seen from the perceptions of the professional community or society in general (Danim, 2010).

Teacher career development is carried out through various strategies in the form of education and training as well as non-education and training as follows:

Education and Training

First, In house training (IHT). Training in the form of IHT is training that is carried out internally in teacher working groups, schools or other places designated to hold training. The strategy of training through IHT is based on the premise that some of the abilities in improving teacher competence and careers do not have to be done externally, but can be done by teachers who have competencies that other teachers do not yet have. This strategy is expected to save time and money. *Second*, the internship program, which is training carried out in the world of work or relevant industries in order to improve teacher professional competence. This internship program can be done for a certain period. For example, an internship at a certain school to study effective classroom management or school management. The internship program is chosen as an alternative to coaching on the grounds that certain skills require real experience.

Third, school partnerships. Training through school partnerships can be carried out between good and bad schools, between public schools and private schools. So, the implementation can be done at schools or at partner schools. Training through school partners is needed for reasons of some of the partner's uniqueness or strengths, for example, in the field of school management or classroom management. *Fourth*, distance learning. This training can be carried out without presenting instructors and trainees in one particular place, but with a training system via the internet and the like. Guidance through distance learning is carried out with the consideration that not all teachers, especially those in remote areas, can attend training in designated training places such as in district or provincial capitals.

Fifth, tiered training and special training. This type of training is carried out in authorized training institutions, where

programs are structured in stages starting from elementary, middle, advanced and high levels. The levels of training are arranged based on the level of difficulty and the type of competency. Special training (specialization) is provided based on special needs or due to new developments in certain knowledge.

Sixth, short courses at universities or other educational institutions. Short courses are intended to train the teacher's ability to conduct classroom action research, compile scientific papers, plan, implement and evaluate learning. *Seventh*, internal coaching by the school. This internal coaching is carried out by the principal and teachers who have the authority to guide, through official meetings, rotation of teaching assignments, provision of additional internal assignments, discussions with peers and the like.

Eighth, further education. The participation of teachers in further education can be carried out by providing learning assignments, both at home and abroad, for outstanding teachers. The implementation of this further education will produce supervisory teachers who can help other teachers in their professional and career development efforts.

Activities other than Education and Training

First, discussion of educational issues. This discussion is held regularly with discussion topics in accordance with the problems experienced at school. Through regular discussions, it is hoped that teachers can solve the problems they face related to the learning process at school or the problem of increasing their competence and career development.

Second, the participation of teachers in seminars and coaching scientific publications can also be a model for continuous development for the improvement of the teaching profession. This activity provides an opportunity for teachers to interact scientifically with colleagues in their profession regarding the latest matters in an effort to improve the quality of education.

Fifth, workshops. This activity is carried out to produce products that are useful for learning, increasing competence and developing teacher careers. For example, workshops can be conducted in the activities of compiling school-based curriculum (KTSP), analyzing curriculum, developing syllabus and writing lesson plans. *Sixth*, research. This activity can be carried out by the teacher in the form of classroom action research, experimental research or other types in order to improve the quality of learning.

Seventh, book writing / teaching materials. Teaching materials written by teachers can be in the form of textbooks or books in the field of education. *Eight*, making learning media. The learning media made by the teacher can be in the form of props, simple practical tools, or electronic teaching materials or learning animations. *Ninth*, the making of technological works / works of art, can be in the form of works that are beneficial to society or educational activities as well as works of art that have aesthetic values that are recognized by the community.

Apart from the educational and non-training activities above, career development for teachers and lecturers according to Article 32 paragraph (4) of Law Number 14 of 2005 concerning Teachers and Lecturers includes: assignments and promotions. For teachers, the code of ethics must not be violated, whether intentionally or unintentionally. Every violation is deviant behavior and / or does not implement the Indonesian Teacher Code of Ethics (KEGI) and the applicable laws relating to the teaching profession. Teachers who violate KEGI can be subject to sanctions in accordance with the applicable regulations in professional organizations or according to state regulations. Types of violations include minor, moderate and serious violations (Danim, 2010).

Teachers cannot automatically be penalized for accusations of violating their professional code of ethics. The imposition of sanctions must be based on objective recommendations. It is the authority of the Indonesian Teacher Honor Council (DKGI) to provide recommendations for sanctions

against teachers who violate KEGI. The sanctions imposed by DKGI must be objective, not discriminatory and not in conflict with the articles of association of professional organizations and laws and regulations.

The DKGI recommendations must be implemented by teacher professional organizations. The term obligatory here is more normative. The sanction is an effort to provide guidance to teachers who commit violations and to maintain the dignity of the teaching profession. In addition, anyone who finds out that a KEGI violation has occurred is obliged to report to the DKGI, teacher professional organization or authorized official. Each offender can defend himself with / or without the help of a teaching professional organization and / or legal advisor according to the type of violation committed before the DKGI.

The provisions regarding sanctions for teacher positions are also regulated in Article 77 of Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, which states that the forms of sanctions imposed on teachers who do not carry out their obligations or violate applicable laws and regulations are in the form of: (1) warning, (2) written warning, (3) postponing the granting of teacher rights, (4) postponing rank, (5) honorably dismissal; or (6) dishonorable discharge. Meanwhile, sanctions for lecturer positions stipulated in Article 78 are in the form of: (1) warning, (2) written warning, (3) postponement of lecturer rights granting, (4) postponement of academic rank and position, (5) honorific dismissal; or (6) dishonorable discharge.

The sanctions as mentioned above, both those imposed on teacher and lecturer positions, in essence can also apply to teachers and lecturers in Islamic education institutions. This is because these forms of sanctions apply universally to both educational institutions in general and Islamic education institutions in particular. It is not impossible that there are teachers or *ustadz* in the boarding school environment who are dishonorably dismissed by their leaders

because they violate a code of ethics or regulations so that they cannot be tolerated anymore.

Observing the various breakthroughs and ideas for teacher empowerment mentioned above, it is clear that almost all of them refer to increasing teacher competence in cognitive and psychomotor aspects. Meanwhile, activities that are oriented towards the enlightenment of the mental and spiritual attitudes of the teacher are hardly found. Therefore, among the alternative efforts to empower teachers in the era of 4.0 is to carry out intensive spiritual activities by inviting preachers or *da'i* on the initiative of all school members, especially leaders and teacher councils.

CONCLUSION AND RECOMMENDATION

The revitalization of teacher empowerment as professionals is a strategic step towards improving the quality of education. Most of the various provisions regarding teacher empowerment efforts have been regulated in Law Number 14 of 2005 concerning Teachers and Lecturers, both through education and training and non-training. In addition, teacher empowerment can also be carried out through efforts to implement professional principles, fulfillment of teacher qualifications, competencies and certification.

The revitalization of teacher empowerment is oriented towards a number of activities that can improve the ability of teachers to carry out their duties and responsibilities, especially as educators. These activities, of course, are not only in the form of education and training organized by the Education and Training Center, but can be in the form of enlightening religious lectures by inviting preachers to school. This means that teacher empowerment does not only emphasize the improvement of cognitive aspects and skills in implementing learning, but is also oriented towards the guidance and strengthening of the spiritual and spirituality of teachers so as to radiate good character and morals to students and all school members. In

addition, teachers can also carry out their duties as educators, namely carrying out the process of internalizing values into students so that they can have the noble personality and character expected by education stakeholders, both parents and society.

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