Original Research Article

How Does Teaching Facilitation Enhancing Teachers' Professional Competence?

W. Widodo[1*], S. Susila[2]

[1]Social Science Education, Postgraduate Faculty of Universitas Indraprasta PGRI, Jakarta, Indonesia
[2]Principal of State Senior Vocational High School 4 Pandeglang, Banten, Indonesia

Abstract: Teachers' professional competence is vital for the school organization, so this study aims to explore teachers' professional competence based on the teaching facilitation perspective. The study uses a literature review that relies on data sourced from various relevant literature, both books, and journals. Data were analyzed through critical analysis. The results of this study revealed that the teacher as a facilitator is only feasible if he considers the development of student cognition as a predisposition or prerequisite for the development of affection (attitude) and conation (behavior). Each range of students' cognitive development has its specifications and levels, thus requiring a different pattern of teaching facilitation in each developmental range. Thus, the teaching facilitation pattern of elementary school students will be different from that of junior high school students and high school students, because they have different ranges of cognitive development. In addition, teachers as facilitators need to be proactive, creative, innovative, extra-empathic, and super-humanist and have intellectual, emotional, social, adversity, and cultural intelligence. Such skills do not only require extra efforts from teachers to learn self-taught through digital literacy or formal and informal discussions with experts and continue studies at higher education levels but also require supervision support from school stakeholders, especially school principals, and school supervisors.
Keywords: Facilitation; professional competence; teacher.

INTRODUCTION

Professional competence is vital for the organization because it has a significant contribution to the organization. For example, professional competence proves to effects the teacher's performance (Amalia & Saraswati, 2018; Jie, Mansor, & Widarman, 2020) and student achievement (Andriani, Asriati, & Syahrudin (2018). Hence, professional competence among teachers needs to get more serious attention. Competence refers to an interrelated cluster of knowledge, skills, and abilities needed by an individual, team, or organization for effective performance (Hellriegel & Slocum, 2011). Meanwhile, professionalism is a reflection of an idea that becomes the goal of individuals and group work aspiring to distinguish themselves from other workers (Pratte & Rury, 1991). A professional is competent when he/she acts responsibly and effectively according to given standards of performance. In line with the arguments above, Mulder (2014) states that professional

competence is seen as the generic, integrated, and internalized capability to deliver sustainable, effective (worthy) performance (including problem-solving, realizing innovation, and creating transformation) in a particular professional domain, job, role, organizational context, and task situation. Hasbeen, as a quote by Rulandari (2017), states that professional teachers must have the following requirements: teaching skills, communication skills, personality authority, social skills, technical competence, and emotional stability. Kim, Raza, and Seidman (2019) also state that pedagogy, curriculum, school rules and climate, assessments, and benchmarking skill acquisition are all key factors in the way 21st-century skills develop. Only with the successful accomplishment of such 21st-century teaching skills will be able to enhance the 21st-century learning of students. In addition, teaching skills such as critical thinking also require that teachers be educated in a manner that is reflective of the process – through professional development that engages ongoing reflection and continuous learning (Han and Brown,

2013). One of the essential teaching skills is facilitation. Empirically study proved that facilitation is supporting professional development within teachers (Vrieling, van den Beemt, & de Laat, 2019; Bilal, Guraya, & Chen, 2019; Ponte *et al.*, 2004).

According to Berry (1993), the essence of facilitation is a willingness to take responsibility for the whole, seeking to enable each individual to contribute as appropriate. Facilitation means working with people with the aim of enabling and empowering them. Effective facilitation is about assisting individuals or groups with their interactions and discussions in order to perform a certain task or achieve certain objectives (Kamp, 2011). Facilitation is both a role (a facilitator) and a process (Berta *et al.*, 2015). Facilitators are those who contribute to the achievement of specific goals within a process or a community. Facilitators contribute to the achievement of specific goals. In this perspective, Kirk and Broussine (2000) encourage facilitators to develop a strong political awareness. They maintain that a critical facilitator is aware of his or her own limited awareness, actively and openly works with what they think is going on in themselves, in the group, and the wider system. Facilitators' practices can be characterized by the underlying categories, pedagogical tools, orientations, and situative goals on which the facilitator implicitly or explicitly draws (Prediger *et al.*, 2021). Hence, to improve facilitator preparation programs, researchers and designers have started to examine what exactly facilitators need to learn (Borko *et al.*, 2014; Borko *et al.*, 2021; Lesseig *et al.*, 2017). Some studies have focused on facilitators' knowledge as the foundation of their actions (Jacobs *et al.*, 2017).

As a process, facilitation is concerned with managing situations rather than managing learning processes (Groot & Maarleveld, 2000). Groot & Maarleveld (2000) establish one of the goals of facilitation as a means to re-define or break down boundaries by managing integrated learning processes, i.e. encouraging networking activities among actors of different hierarchical subsystems. Díaz-Puente *et al.*, (2014) explains the process of facilitation aims to solve community problems by encouraging the exploitation of skills through different tools implemented by the facilitator. Academics highlight the importance of trust and equality in the facilitation process (Lannon & Walsh, 2020; Nelson-Nuñez, 2019). It is a competency and trust-based approach that supports strategic learning while devolving decision-making power to project implementers. The facilitative approach allows all participants' knowledge to be valued equally but differently (Lannon & Walsh, 2020).

Thomas (2004, 2005) found that most of the approaches to facilitator education in the literature seem to roughly fit into one of the following broad dimensions: technical facilitator education approaches, which are skills-based and formulaic in style;

intentional facilitator education approaches, where the practice is grounded in theory and justifications for particular interventions are provided; person-centered facilitator education approaches, which specifically emphasize the attitudes, personal qualities, and presence of the facilitator; and critical facilitator education approaches, which emphasize awareness of the political nature of facilitation and the effects on all participants.

Groot and Maarleveld (2000) identify three styles of facilitation in learning: (1) inside or outside the process: this questions the degree to which facilitators are involved in a change process; (2) reflective vs. problem-solving: relates to contextual versus analytical thinking; and (3) integrative and distributive mediation style: involves the mediator role that facilitators often play.

METHODS

This research uses a literature review. In this context, literature reviews, including research syntheses and meta-analyses, are critical evaluations of material that has already been published (APA, 2010). Research relies on data sourced from various relevant literature, both books, and journals. Data were analyzed through critical analysis or evaluation, and the results are described narratively (Cozby & Bates, 2012).

RESULT AND DISCUSSION

The student-centered teaching process has consequences for the teacher as a facilitator in the teaching process. This condition is in accordance with Thomas' (2005) that facilitation, among others, is directly applicable to student-centered. In Indonesia, the placement of teachers as facilitators in its development is affixed with the word "only" so that it becomes "the teacher is only a facilitator". The connotation: the teacher is no longer the center of learning. With such a meaning, without any instructions and orders from anyone, the teacher then seems to be trying to withdraw from the learning center while reducing the portion of the role in the learning process so that the responsibilities feel lighter. At the same time, the teacher pushes students into the center of the learning center, without clear and understandable educational messages and instructions for students. As a result, students are stranded in confusion without direction and then complain about their problems to parents – which tragically not all parents can respond due to limited education, time, and differences in curriculum and subject matter between parents and students. For students who come from upper-middle socioeconomic families, they can take guidance at tutoring institutions or take lessons with tutors to help solve their problems, while students from low socioeconomic families do not get a solution because they do not have the money to participate tutoring. At this level, without realizing it, it is as if the teacher has transferred the responsibility of teaching to parents and tutoring teachers. This is one of

the negative impacts of the teacher's role as a facilitator which is interpreted and applied incorrectly. The teacher's role as a facilitator has proven to be a blunder for teachers and students and has even made many parents stressed because they cannot help their children with homework as part of implementing student-centered learning. This condition needs correction.

Student-centered learning that places the teacher as a facilitator is only feasible if it considers the development of student cognition as a predisposition or prerequisite for the development of affection (attitude) and conation (behavior). Each range of students' cognitive development has its own specifications and levels, thus requiring a different pattern of learning facilitation in each developmental range. Thus, the pattern of facilitation of learning for elementary school students will be different from that of junior high school students and high school students, because they have different ranges of cognitive development. This means that elementary, middle, and high school teachers must have different learning facilitation patterns according to the specifications of student development at their respective levels. In this context, the teacher needs to use an integrative and distributive mediation style, involving the mediator role that facilitators often play (Groot & Maarleveld, 2000) in order to adapt to the students' actual conditions.

In addition, the learning facilitation process carried out by the teacher as a facilitator must also be carried out proactively, creatively, innovatively, extra-empathically, and super-humanly. Proactive, meaning that the teacher must be really active in providing stimulus to students so that their potential is stimulated to grow, develop, and be actualized. The potential of students will not grow if there are no new stimulating stimuli. Therefore, the teacher as a facilitator must actively sow massive and continuous stimuli. Creative, meaning that teachers use varied ways to stimulate students' potential to grow, develop, and be actualized. The potential of students is impossible to develop without a variety of stimuli. The more varied the stimuli are given to students, the greater the opportunities for the growth of students' self-potential will be. Therefore, teachers as facilitators must be creative in stimulating student potential, so teachers need to continuously produce new alternatives to stimulate student potential.

Innovative, meaning that the teacher uses a new or at least relatively new approach, technique, method, or strategy that is in accordance with the actual needs of students so that their potential can grow, develop, and be actualized. Innovation is the process of creating new ideas and putting them into practice (Schermerhorn, 2010), so the teacher as a facilitator must be able to give birth to new ideas that can be put into practice to stimulate the growth and development of student potential. Extra-empathic, the teacher has extraordinary concern for the condition of students as

they are, both strengths and especially weaknesses, including their interests, needs, and expectations, so that students feel comfortable so they are motivated to develop and actualize their potential. At this level, students who excel are appreciated, while students who are less/not yet accomplished are motivated to show their best performance. Thus, the teacher as a facilitator must have extra empathy that can be relied on to touch the level of student awareness so that they are moved to develop and actualize their potential to the fullest.

Super-humanist, meaning that the teacher views and places students as dignified people so that students feel comfortable so they are motivated to develop and actualize their potential. In this perspective, every student is appreciated, understood, and interpreted in his entirety, both his strengths and weaknesses, both now and in the future. The focus is on empowering and developing student potential and trying to patch up the remaining weaknesses/weaknesses into strengths. Therefore, at this level, the teacher not only tries to treat all students with dignity as human beings who deserve to be loved, cherished, and develop their potential but more than that, they are also elevated when they are in unfavorable conditions, such as when students have difficulty following lessons and fail to achieve their best. All potential advantages are cultivated to the maximum, while the residual weaknesses or shortcomings are reduced in such a way as to turn into new strengths. At this level, weakness or deficiency is not seen as a "disgrace" that can demean students, because in reality there is no human being in the world that is free from shortcomings/weaknesses. On the other hand, these shortcomings/weaknesses are seen naturally and clearly as part of human life that requires a touch of love from others so that others have added value in the form of new virtues. So, a person's shortcomings/weaknesses are "sweets" for others to do good/virtue, and with that goodness/virtue, that person is then entitled to a reward and heaven. With proactive, creative, innovative, extra-empathic, and super-humanist facilitation, it is hoped that facilitation effectiveness can be built that assists individuals or groups with their interactions and discussions in order to perform a certain task or achieve certain objectives (Kamp, 2011).

In addition, teaching facilitation also needs intelligence support, especially intellectual, emotional, social, adversity, and cultural intelligence. Intellectual intelligence is related to the ability to adapt to new conditions or environments. In order to adapt quickly and accurately, the teacher must make as many alternative adjustments as possible, from the simplest to the most complex. From these alternatives, the teacher can choose one or several of the best alternatives to adapt. Emotional intelligence refers to the ability to feel, understand, and actively implement energy and emotional sensitivity as a source of human energy, information, relationships, and influence (Cooper,

2002) which is manifested in the form of self-awareness (knowing one's own condition, likes, resources, and intuition), self-regulation (managing one's own conditions, impulses, and resources), self-motivation (emotional tendencies that lead or facilitate goal attainment), empathy (awareness of the feelings, needs, and interests of others), and social skills (skills in evoking desired responses in others) (Goleman, 2003). Emotional intelligence is needed especially to solve problems that come from the overflow of feelings/emotions that are not or less controlled, including how to manage and treat students with various problems.

Social intelligence, namely the ability to relate effectively to others (Robbins & Judge, 2017). There are two main components of social intelligence, namely social perception and behavioral flexibility (Yukl, 2013). Social intelligence is manifested in the form of empathy (respect and connectedness with others), self-carriage (projecting self-worth in the disposition of others), situational sensitivity (ingenuity to read social situations and respond appropriately), clarity (using language effectively to explain and persuasion), and authenticity (being real and transparent while projecting honesty) (Newstrom, 2015). This means that when teachers empathize with students, are able to place themselves well in every community they enter, have situational sensitivity to developing social situations, are clear in communicating with students, and are transparent in relationships with students, then teachers do not need to worry about face problems, especially problems that arise as a result of social interaction with students.

Adversity intelligence is the courage to face difficulties, adversity, adversity, and challenges (Stoner & Gilligan, 2006). Courage in this sense is related to how to see and view misfortune, difficulty, or misery realistically as part of human life that is inseparable but needs to be solved. As human beings who never escape from difficulties, misfortunes, miseries, and challenges, teachers also need to have adversity intelligence in dealing with various problems, including problems that arise in the world of teaching. The trick is to build courage and self-determination. Courage is seeing misfortune, difficulty, or misery realistically as part of human life that is inseparable but needs to be solved. Self-restraint is reflected in the willingness to accept various problems (including problems that arise from and because of the actions of students) sincerely. Without sincerity, the teacher may not be able to look at and capture the positive lessons of every problem clearly, including problems that arise due to the shortcomings/weaknesses of the students.

Cultural intelligence is related to the capability or ability to interact with people from different backgrounds (Thomas & Inkson, 2004). When the people (teachers) involved in social interactions do not have sufficient ability to interact with other people (students) from different cultural backgrounds, the possibility of problems is quite large. As human beings who have multiple intelligences, teachers need to pay close attention to that. Cultural differences have the potential to produce frictions that can lead to problems if they are not understood and managed properly. Therefore, professional teachers need to improve cultural intelligence by following in the footsteps of people who are ready to improve their cultural intelligence, namely people who have integrity, openness, and fortitude in building social relationships with other people from different cultural backgrounds. Students who are born, grow, and develop in different cultures need a touch of cultural intelligence. With this intelligence capital, teaching facilitation has the opportunity to improve the professional competence of teachers (Vrieling, van den Beemt, & de Laat, 2019) and then have implications for the quality of education output.

CONCLUSION

The teacher as a facilitator is only feasible if considers the development of student cognition as a predisposition or prerequisite for the development of affection (attitude) and conation (behavior). Each range of students' cognitive development has its own specifications and levels, thus requiring a different pattern of teaching facilitation in each developmental range. Thus, the teaching facilitation pattern of elementary school students will be different from that of junior high school students and high school students, because they have different ranges of cognitive development. In addition, teachers as facilitators need to be proactive, creative, innovative, extra-empathic, and super-humanist and have intellectual, emotional, social, adversity, and cultural intelligence. Such skills do not only require extra efforts from teachers to learn self-taught through digital literacy or through formal and informal discussions with experts and continue studies at higher education levels but also require supervision support from school stakeholders, especially school principals and school supervisors.

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