

PROFESSIONALISM OF EDUCATORS IN LEARNING DEVELOPMENT

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Abstract

This comprehensive literature review explores the multifaceted dimensions of optimizing educator professionalism in learning development. Digging into the field of an educator who must have and master his competencies and at the same time know his rights and obligations so that he becomes a truly professional educator. This review synthesizes existing research, identifies trends, and offers insights for educators, policymakers, and researchers. The reason behind this exploration lies in the urgency to find out the professionalism of a teacher, namely: the position of professional educators, realizing professional educators, and the development of learning models by professional educators. This review examines models of teacher professional development with the aim of providing teachers with options to improve their professionalism. If teacher professionalism improves, it is certain that the quality of education can also increase.

Keywords: Professionalism, Educators, Learning Development

INTRODUCTION

The professionalism of teachers and lecturers is related to the birth of the National Education System Law No. 20 of 2003 and the Republic of Indonesia Law No. 14 concerning Teachers and Lecturers which were the initial provisions for improving the quality and respect for teachers. This initial announcement was accompanied by the implementation of a certification test which had been carried out by the Ministry of National Education and the Ministry of Religion.

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The main duties of educational personnel are contained in the National Education System Law Number 20 of 2003 CHAPTER This main task is clarified according to each educational staff, for example the educational staff in charge of carrying out administration are educators, school principals and administrative employees. The educational staff in charge of management is the head of the education unit or agency. The task of educational staff for development is researchers and the task of educational staff in carrying out supervision can be carried out by supervisors or supervisors (Alami, R., et al, 2015).

In carrying out their duties and functions in learning, professional teachers must have the competence to develop students' personalities, especially intellectual abilities, bringing students to become members of society who have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills they need. and surrounding communities (Department of National Education, 2003).

Professional teachers act as evaluators in the teaching and learning process and guide students to achieve learning program goals, and as administrators are able to manage the school environment with various learning administration needs, and can communicate with students in developing students' personalities as part of their life needs (Lunenberg , M., et al, 2014).

Educator professionalism cannot be separated from knowledge and skills related to the teaching profession and other scientific disciplines in terms of acting as an educator as well as a learning object. Broad scientific knowledge and insight for a teacher is not only a good way of teaching, but also the need to have scientific insight into social life.

One of the important indicators shown by teacher professionalism in carrying out their duties is the teacher's ability to describe, expand and create relevance of the curriculum to the needs of students and their development, as well as advances in existing science and technology, and being able to implement the material to be taught in accordance with development demands while paying attention to all supporting elements so that maximum learning achievement is achieved.

A professional teacher will be reflected in the performance of carrying out dedicated tasks which is characterized by expertise, both in material and methods. Apart from his expertise, the figure of a professional teacher is demonstrated through his responsibility in carrying out all his services. Professional teachers should be able to assume and carry out their responsibilities as teachers to students, parents, society, nation, state and religion (Jovanova-Mitkovska, S, 2010).

As a teacher or educator, teachers are one of the determining factors for the success of every educational endeavor. That is why every educational innovation, especially in the curriculum and improving human resources resulting from educational efforts, always boils down to the teacher factor. This shows the existence of the role of teachers in the world of education.

Teachers are a factor that determines the quality of education because teachers deal directly with students in the learning process in the classroom (Chong, S., et al, 2011). In the hands of the teacher, the quality and personality of students are formed. Therefore, teachers need to be competent, responsible, skilled and highly dedicated. The teacher is the running curriculum. No matter how good the existing curriculum and education system is, without being supported by teacher abilities, everything will be in vain. Teachers are competent and responsible, especially in overseeing students' development to a maximum point. The ultimate goal of the entire teacher mentoring process is the growth of a complete adult person.

Along with the rapid advances in information technology, teachers no longer just act as presenters of information. Teachers must also be able to act as facilitators, motivators and mentors who provide more opportunities for students to search for and process information themselves (Uno, 2009). Thus, teachers must also continually improve their skills and always follow developments in science and technology so that they are able to face various challenges.

RESEARCH METHOD

The study in this research is qualitative with literature. The literature study research method is a research approach that involves the analysis and synthesis of information from various literature sources that are relevant to a particular research topic. Documents taken from literature research are journals, books and references related to the discussion you want to research (Earley, M.A. 2014; Caruth, G.D. 2013).

RESULT AND DISCUSSION

Position of Professional Educator

Teaching as a profession must always develop. The development of teacher professionalism must primarily be based on the needs of individual teachers themselves in addition to the needs of institutions and groups of teachers. According to Danim (2002) teacher development based on institutional needs is important, but what is more important is based on the needs of individual teachers to undergo a professionalization process, because the substance of studies and learning contexts always develop and change according to the dimensions of space and time, teachers are required to always improve their competence.

Efforts to develop teacher professionalism need to be carried out on an ongoing basis so that their knowledge, understanding and skills related to their duties always keep up with developments in the world of education. Various development models have actually been put forward by many education experts which are adapted to the abilities and needs of teachers (Tsui, A. B, 2011). Therefore, this article discusses various models of teacher professionalism development that teachers can use according to their needs. The effectiveness of each model depends on the situation

and conditions surrounding the teacher. These various models will provide teachers with options to improve their professional development.

The position of professional educators is as follows:

1. Teachers as professional educators are tasked with educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education in formal education.
2. In carrying out their duties, teachers have rights in the form of income, promotions, opportunities to improve competence and are obliged to plan learning well, develop their qualifications and competencies on an ongoing basis and so on.
3. Teachers are a factor that determines the quality of education because teachers deal directly with students in the classroom learning process.
4. Professional teachers are teachers who carry out their duties well and have several skills or competencies including personality, social and professional pedagogy which are intertwined with each other.
5. Along with the rapid progress of information technology, gurut no longer just acts as a presenter of information. Teachers must also be able to act as facilitators, motivators and mentors who provide more opportunities for students to seek and process information themselves (Krishnaveni, R., & Anitha, J, 2007).

Teaching as a professional job also requires special abilities and skills in carrying out their duties which are usually called teacher competence. Teacher competency is a set of knowledge, skills and behavior that must be possessed, internalized and mastered by a teacher in order to carry out his professional duties. By mastering these competencies, it is hoped that national education goals can be achieved.

In the Republic of Indonesia Law. No. 14 of 2005 concerning Teachers and Lecturers states that competencies include pedagogical, personal, social and professional competencies. Furthermore, in the explanation of this law, it is stated that pedagogical competence is the ability to manage students' learning, personality competence is the ability to have a strong personality, have noble character, wisdom and authority and be a role model for students. It was further stated that teacher professional competence is the ability to master subject matter broadly and in depth, while social competence means the teacher's ability to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the surrounding community (Kunter , M., 2013).

These four competencies can theoretically be separated from each other. However, practically it is impossible to separate the four competencies. These four intertwine in an integrated manner within a teacher.

Creating Professional Educators

1. Quality Assurance System Development

The honor and dignity of a profession is determined by the quality of professional services supported by professional practitioners whose quality can be guaranteed. Therefore, it is necessary to establish teacher competency standards as a reference for competency assessment. Teachers who pass the competency test will receive a Competency Certificate and Register Number which is also an official recognition of their ability and proof of their authority to teach according to the level and type of education and/or specific field of study. To ensure the development of teachers' abilities in accordance with development demands, this competency certificate needs to be renewed by teachers once every five years. In this regard, it is necessary to develop a teacher quality assurance system (Elassy, N, 2013). For this reason, it is necessary to establish a competency test implementing body for certification which will gradually be developed into an independent institution such as the National Certification Body for the Teaching Profession.

2. Improving Teacher Management

The process of recruiting, appointing and placing teachers has been characterized by KKN. As a result, many of the candidates selected and appointed as teachers are less qualified, and the placement of teachers is inappropriate and uneven. Therefore, the selection and placement of teachers must be transparent, accountable and professional. Apart from that, it is necessary to create legal instruments to guarantee a career development system for teachers as a profession. These legislative instruments must provide certainty to teachers in guaranteeing professional protection, rewards commensurate with achievement and productivity, as well as opportunities to develop either through further study, assignments to educational units or educational agencies that can provide opportunities for professional development. With clear guarantees of career guidance and development accompanied by adequate levels of remuneration, the teaching profession will be more attractive to society (Mitchell, B. S., et al, 2017).

3. Improving the Teacher Remuneration System

Due to the government's limited financial capacity, the salaries set for teachers are very low and far from adequate (Muchai, H. W., et al, 2018). This is exacerbated by the limited/rare opportunities for teachers to develop professionalism through upgrading, further study and other assignments oriented towards career development. Not to mention the salary system for teachers with the same rank/class and length of service being given the same salary regardless of whether the person concerned shows good performance. Realizing that the remuneration system is less "challenging" and pays less attention to performance (so it is less fair), in order for teacher professionalism to increase, it is necessary to improve the teacher remuneration system.

Improving the teacher remuneration system involves several main things. First, teacher salaries must be adjusted or increased to an appropriate amount for a

prosperous life. Second, apart from rank/class, the amount of teacher remuneration must be determined by the performance of the teacher concerned. Teachers who excel (as shown by their students' achievements) should receive higher rewards. Third, career development must be equal for all teachers. However, job opportunities and career development/professionalism must be prioritized for teachers who excel. Such improvements require high commitment from the government and broad community participation (Aidla, A, 2015).

4. Development of Teacher Professional Educator Patterns

In accordance with Law No. 20 of 2003 concerning the National Education System, one of the consequences of recognizing teaching as a profession is the need for professional education based on higher education. This is in line with teacher qualification requirements as regulated in national education standards. Apart from the need for professional education based on higher education, it is necessary to develop an education pattern that is oriented towards developing professional abilities. Patterns that can be applied include an integrated pattern, namely professional teacher education which provides scientific provisions in the field of study and professional skills at the same time. At the end of the study period, the person concerned obtains a bachelor's degree in their field of study and a teacher's license/certificate. Another alternative is a continuous education pattern, namely that during a certain period education is focused on certain knowledge which ends with obtaining a bachelor's degree and continues with a 1 year professional program to obtain a license to practice as a teacher.

5. Teacher Professional Organizational Development

The existence of professional organizations is believed to be important for every type of profession. Including teachers because this organization organizes and supervises the running of a professional practice as regulated in the professional code of ethics that is owned and adhered to by each profession. The organization also handles various activities, such as licensing matters, professional honor boards, monitoring implementation of professional codes of ethics, and development of professional education and training. Because in Indonesia there is no professional organization that devotes its attention in a focused manner to the teaching profession, it is necessary to develop a professional teacher organization. This organization can be developed from PGRI, ISPI, and Study Teacher Organizations.

6. Preparation of a Code of Ethics for Teachers as a Profession

Providing guarantees for the production of graduates as quality human resources. Apart from laws, what needs to be drafted is a code of ethics for teachers as a profession. Like other professions, teaching as a profession requires a code of ethics in carrying out its profession. The code of ethics in question is a set of rules of behavior as guidelines that must be adhered to when carrying out a

profession. This code of ethics is a collective agreement that arises from members in accordance with the ideal values they hope for. A code of ethics is important for teachers, including:

- a. maintaining and improving the moral quality of teachers;
- b. maintaining and improving teacher competency as a profession;
- c. welfare protection for teachers.

In carrying out their duties, teachers must always be bound by their code of ethics. Teachers will prevent themselves from carrying out actions that are disgraceful or detrimental to students. In this way, the quality of education services will be maximum, teacher performance will be optimal, and the quality of graduates will be very good.

In teacher education, it is known that there is "Competency Based Teacher Education". Regarding teacher competency, there are various models of how to classify it. For undergraduate programs, there are "ten teacher competencies" which are a profile of basic abilities for a teacher, including:

- a. mastering materials;
- b. managing teaching and learning programs;
- c. managing classes;
- d. using media/sources;
- e. mastering educational foundations;
- f. managing teaching and learning interactions;
- g. assessing student achievement for teaching purposes;
- h. get to know the functions and programs of guidance and counseling in schools;
- i. get to know and organize school administration;
- j. understand the principles and interpret the results of educational research for teaching purposes (Bawane, J., & Spector, J. M, 2009).

Development of Learning Models by Professional Educators

Teacher professional development should be continuous or sustainable. The development program is implemented in accordance with teacher needs. According to Permenneg PAN and RB Number 16 of 2009, elements of sustainable professional development activities include: (a) self-development, which can be carried out through functional training and/or collective teacher activities to improve teacher competence and/or professionalism, for example workshops or joint activities, participation in scientific activities and other collective activities in accordance with the duties and obligations of teachers, (b) scientific publications, consisting of: presentations at scientific forums, scientific publications in the form of research results or scientific ideas in the field of formal education, and publication of textbooks, enrichment books , and/or teacher guidelines, (c) innovative work, for example the discovery of appropriate technology, the discovery/creation or development of works

of art, the creation/modification of learning/display/practicum tools, or the preparation of standards, guidelines, questions and the like at the national and national levels. province. These three types of development are carried out by teachers on an ongoing basis so that teacher professionalism is maintained and increased.

There are various professional development models put forward by experts that can be carried out by teachers. According to Richard and Lockhart (Kuijpers, J. M., et al, 2010) there are several models of teacher professional development, including: (1) participation in conferences (conference participation), (2) workshops and seminars (workshops and in service seminars), (3) reading groups, (4) peer observation, (5) writing teaching diaries/journals, (6) project work, (7) action research class (classroom action research), (8) teaching portfolio, and (9) mentoring. Meanwhile, according to Kennedy (2005), there are nine models of teacher professionalism development, namely: (1) training model, (2) award-bearing model, (3) deficit model, (4) cascade model, (5) standards-based model, (6) coaching/mentoring model, (7) community of practice model, (8) action research model, (9) transformative model. Each has characteristics tailored to the teacher's needs.

Learning design is a discipline related to understanding and improving one aspect of education, namely the learning process (Koper, R, 2006). The aim of the learning design activity is to create optimal means to achieve the desired learning objectives. Thus, the discipline of instructional design produces desired changes in students' knowledge and skills. John Dewey (1900) stated that education requires linking science between learning theory and practical education. Learning design is considered as a link between the two because learning design is knowledge that formulates learning actions to achieve learning outcomes.

The learning design aspect includes two main areas, namely: (1) psychology, especially learning theory, and (2) media and communication. However, media and communication contribute principles and strategies separately to learning design. Unlike learning theory which provides an integrated model, learning design is mostly supported by learning theory (Britain, S, 2004).

The basic assumption that underlies the need for learning design is that it is directed at helping the individual learning process.

1. Learning design has short-term and long-term phases.
2. Can influence individual development optimally.
3. Based on knowledge about how humans learn.
4. Carried out by applying a systems approach (Gravemeijer, K., & Cobb, P, 2006).

CONCLUSION

A professional teacher is the ability of a teacher to carry out his main duties as an educator and teacher which includes the ability to plan, implement and evaluate learning outcomes. To become a professional teacher, based on the National

Education System Law Number 14 concerning teachers and lecturers, it is determined that professional teachers must have at least four competencies, namely, pedagogical competencies, personality competencies, professional competencies and social competencies.

Teacher competency development programs are very important things that need to be carried out in educational institutions such as schools. Through this program, it helps teachers to develop their competencies. Such as involving teachers in training and seminars related to education, then providing directions and supplies to teachers. In this way, it is hoped that teacher performance will develop optimally and expand knowledge in their field.

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