

Become a Professional Teacher in the Future (*A change the teacher paradigm*)

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ABSTRACT

The purpose of this research is to find out how to change the teacher paradigm into a professional teacher, and then there are several conditions that must be met. First, teachers must have qualifications and competencies as a potential teacher at least. In Indonesia, all levels of teachers are from kindergarten, elementary school, middle school, high school and who equivalent must be at least D.IV or S.1 (Bachelor) relevant. Second, understand the level student development. Third, teachers must often be given the opportunity to follow training on curriculum implementation and learning in accordance with the levels their respective education. Fourth, every semester, teachers are required to apply one learning model that can enable learners (child-centred) at school. That is, every semester the teacher must replace the learning model that is considered effective and relevant, so that within one year there are two learning models that are really controlled by the teacher practically. Next, to develop the system learning in school, there are several things that must be mastered by teachers, among others development of strategies that must be considered, namely mastery of foreign languages (minimum English), mastery of pedagogical competencies, and mastery of ICT (information and communication technology). Learning (planning, implementation, and evaluation); organizing class structures and routines; planning to achieve objectives, results and standards.

Keywords: *professional teacher, qualification, opportunity, learning*

1. INTRODUCTION

Learning to become a teacher is an important and interesting journey because of the many experiences, challenges and joys that are gained. The task and responsibility of the teacher is very heavy because it is not only the task of transferring knowledge, but more than that he must be able to form a complete student personality. One of the tasks of the teacher is teaching, which is a very heavy and useful task. Said to be heavy because the task has the responsibility to form a whole human being. Said to be noble because it helped educate the nation's children to be useful people in the world and the hereafter. In teaching, the teacher must be able to encourage students to gain experience in appreciating the warmth, togetherness and pleasure for both parties. Teachers have the potential to enrich student life in many ways by teaching that is planned, creative, interactive, and innovative. The teacher also has the potential to overcome student frustration, share time and experience with students, and build harmonious

relationships with students. For that, teachers must be committed and willing to do their work with sincerity and extra so that they can become a professional teacher.

Becoming a teacher who is really a "teacher" is not an easy job [1]. The teacher is a profession in which there is a set of competencies that must be mastered by the teacher, both professional, pedagogical, personal and social competencies [2]. To be a capable and caring teacher is also not easy. He must master the subject matter, make a good learning plan, carry out learning with warmth, conduct assessments in an educative way, and diagnose students' learning difficulties with a full sense of responsibility. Not only that, teachers are also required to study the latest developments in science and technology, so that they do not go out of style [1]. In carrying out his duties as a teacher, he must also comply with applicable rules, including obeying the teacher's code of ethics. These are all study materials that are

presented in this book, therefore the author is also interested in learning them.

2. LITERATURE RIVIEW

2.1. Professional Teacher

Professional teachers are teachers who have a "sense of humanity and warmth" - to know what students are doing in class at all times and also to care about what they are doing. For this reason, teachers must be freed from negative views about teachers in the past, so that they become "more aware of what they do while teaching and easier to consider practices that they have never done". Teachers must also dare to challenge the habits of learning practices that are not innovative and do not reflect. As for the personal characteristics of the professional teacher, they include: empathy with students, respect for individuals, having positive views and attitudes, having the ability to approach, and a sense of humour. Meanwhile, author [3] notes the professional attributes needed include: good organizational skills; professional relations with staff, parents and students; respecting other people's skills.

In traditional learning practices, teachers tend not to reflect. Though reflection is very important for change and improvement in learning. Professional teachers are teachers who need critical reflection on the actions they take in learning.

2.2. Qualifications and Competencies

Teacher Competency studies here refer to the Minister of Education Regulation No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies. In this regulation it is explained that every teacher is required to meet the academic qualifications and teacher competencies that apply nationally, both through formal education channels and through due diligence and equality.

Whereas teacher competency standards are fully developed from four main competencies, namely pedagogical, personality, social, and professional competencies, and the fourth competency integrated in teacher performance [4].

2.3. Level of Student Development

Jean Piaget and several other psychologists, such as [5] and [6] have developed cognitive theories that describe how individuals develop through stages of cognitive development. As [7] was a major pioneer of cognitive theory. He worked as a psychologist for the field of testing, specifically the children's standard intelligence test. To check 'right' and 'wrong' answers, children are given specific questions. Why are children of the same age shared with wrong but similar concepts? He should have considered a sequence of developments that could explain intellectual growth.

2.4. Development of Learning Strategies

Development of learning strategies here is the teacher's activities in planning, implementing, and evaluating learning. To make effective learning planning

[8] states that there are several principles that teachers must pay attention to, namely (a) outline planning is a mental and verbal activity, (b) planning needs to unify the difference between priorities and goals, (c) planning requires critical reflection, and (d) planning needs to take risks.

2.5. Curriculum and Learning

When we focus on curriculum in schools, we will face a variety of different curriculum interpretations. It may be that the curriculum is interpreted as: (a) what is taught in school, (b) a series of subjects, (c) content or material, (d) a series of materials, (e) a series of performance goals for student learning at various learning sites, (f) individual student experiences as a result of schooling, (g) everything planned by school personnel, (h) what students construct through working with computers and various networks such as the internet, and (i) questioning areas of authority and look for more complex views about the human situation.

2.6. Learning Environment

Teachers and students have the opportunity to express their "personality" through the arrangement and decoration of the environment and spatial planning. However, creative arrangements require knowledge because certain physical conditions and space allocations have important consequences for attitudes, behavior and even student achievement. For this reason, teachers must understand the principles of room management, namely: (a) use spatial arrangements that facilitate teaching activities and student learning styles and not hinder them, (b) for schools in busy traffic areas, the rooms must be open and not open solid, (c) there must be a clear and visible line between student and teacher seating, and (d) frequently used learning materials must be available and easily accessible.

2.7. The Importance of Goals

Results and Standards Objectives greatly assist teachers in planning, especially those related to the development of programs and lesson plans. For a planner (teacher) the foundation is a clearly stated goal and no doubt. Some teachers refuse to use goals because they consider them too restrictive or inappropriate for certain content that cannot be specifically defined or evaluated. But a measurement expert, like [9] explains "if you teach things that cannot be evaluated, you are in an awkward position because you cannot show that you are teaching something for all.

Table Column Head		
Standard	Results	Syllabus
Focus on what needs to be thought or expected students to study	Focus on what needs to be achieved or done by student	Find what is must be known and done by students
Based on the eyes lesson / category knowledge already	Mixture of eyes lesson with various eye approaches	Based on the eyes lesson / category knowledge

Table Column Head		
Standard	Results	Syllabus
set	lesson set	already set
Associated with grade /year level are Specific	Aimed at various that level combine a number of grade level / year	In general focus on grade level / year
Focus on knowledge, understanding and important skills that can be mastered with the main stages (test coverage and high stream)	Development, approach constructivist for learning	Focus on knowledge, understanding and important skills that can be mastered with the main stages (several countries expect students to repeat class if standard not met)
Greater emphasis on what is directed teacher, teach whole class	Individualistic, approach learning centered on child (student)	Greater emphasis on what is directed teacher, teach whole class
General curriculum, or in the curricular pathway which is different and separate, based on the core curriculum plus selected material where is the track approach used	General curriculum	Core/elective curriculum
Number of hours specified	Number of hours not specified	The number of hours does not set

2.8. Effective Learning

2.8.1. Communicate Effectively

One way to try to analyse communication is to group it into three sets of skills, namely language skills, social skills, and cognitive skills.

2.8.2. Learning Model

Teachers are often urged to use various learning models so that students' diverse interests and abilities can be accommodated. However, teachers are limited in using learning models, even though they can use them, due to: limitations on students' abilities and interests, high number of students in one class, limited teaching

space, background or knowledge about specific learning models, and insufficient type of technology available support.

2.8.3. Class Management

Several programs that have been used in class management include: traditional programs based on reinforcement theory; the program is aimed at self-management and the community; programs that care for classrooms based on constructivists, student-centred principles; programs that emphasize inquiry-based activities, student responsibility, and self-organization responsibility; a program that emphasizes strict teacher leadership.

2.8.4. Using Resources Creatively

As noted by [6], resources are very valuable for teachers to use with students, but also education for teachers in terms of helping them learn how to anticipate and interpret whether students can think in response to learning activities, helps them learn the subject matter, and helps them to consider how resources can be used with other units for a year

2.8.5. Individual and Learning Differences

In general, learning models that occur in class involve the class as a whole or in small groups. Students are only given the opportunity to do independent learning and can work alone.

2.8.6. Teaching, Values and Moral Education

Values and attitudes are related to the feeling component of human behavior. Values tend to be relatively stable as we tend to behave in certain ways.

2.8.7. Work Effectively with Parents

Actually, there are many ways for parents to collaborate with the school which is done in a variety of ways. Parent involvement is mostly limited to attending a meeting, such as: parent-teacher nights, school sports days, fetuses, tuck shops, working bees, parent and community meetings or parents and friends, school board meetings, etc.

2.8.8. Assessment and Reporting

Assessment is a term that is usually used to describe the activities carried out by the teacher to obtain information about students' knowledge, skills, and attitudes.

3. RESULT AND DUSCUSSION

To become a professional teacher is certainly not easy; many competencies must be understood and mastered by prospective teachers, both with regard to teacher knowledge itself, teaching and guiding skills, and developing the attitudes and personality of teachers.

What [5] stated that a teacher must have a "sense of humanity and warmth" - to know what students are doing in class at all times and also to care about what

they are doing is an intelligent thought? According to the author, there are at least two things that underlie these thoughts. First, the task of the teacher is not merely to teach but also to educate.

Many people can teach but may not necessarily be able to educate, because educating is more related to aspects of affection and values. Second, students are human beings who have feelings and self-respect. Students are not "empty bottles" that can be filled by anything without any reaction. Therefore, in teaching the teacher must do it with a full sense of humanity and warmth. To understand this teaching concept, let's look at the following opinions.

In learning, the teacher has the main task as a decision maker related to planning, implementation, and evaluation.

- **Making Learning Planning.** In developing learning planning, teachers must know the elements of good learning planning. According to [11] the elements of learning planning are to identify student needs, objectives to be achieved, various strategies and scenarios relevant to achieving goals, and evaluation criteria.
- **Conducting Learning.** The implementation of learning must of course be in accordance with certain stages, including the orientation phase, the core stage, and the culmination stage. Technically, the implementation of learning starts from opening lessons; deliver content / material; managing learning activities; organizing time, students, facilities and infrastructure of learning; assess the learning process and outcomes; and close the lesson.
- **Evaluating Learning.** The evaluation results are very important for teachers because they can be used as feedback and decisions that are very necessary in determining the right learning strategy and in improving the learning process.
- **The Role of Teachers as Motivators.** Etymologically, [10] explains the term motivation (motivation) derived from Latin words, namely mover which means to move (to move). To be absorbed in English into motivation means giving a motive, creating a motive or things that cause an impulse or circumstances that cause an impulse. [1] stressed, that a person's motivation depends on the strength of his motives.
- In other words, motives are causes that drive one's actions. The relationship between motives, goals, and Activities can be shown in the Figure 1.

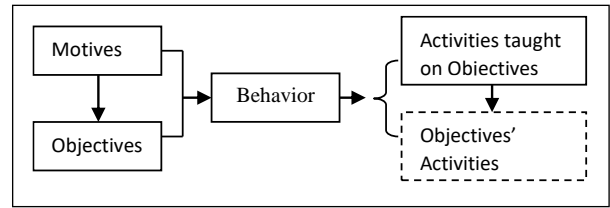


Figure 1 A Motivating Situation [3]

- **Understanding Self-Esteem.** One component of self-concept is self-esteem, which is an individual's assessment of self-achievement by analyzing how far the behavior is in accordance with the ideal self [3]. While low self-esteem is rejecting himself as something valuable and not responsible for his own life. If individuals often fail then low self-esteem tends

4. CONCLUSION

Some Implications for Teachers:

- a. Professional teachers are teachers who can carry out learning well. Teaching should be interpreted as an effort to organize a learning environment so students can take action to learn. In teaching, teachers must also pay attention to "a sense of humanity and warmth".
- b. In the learning process, teachers need to do reflective practice, carry out student-centered learning, plan curriculum, understand and develop teacher competencies, develop teacher professionalism, build school communities, understand equality, and have teacher responsibilities.
- c. The teacher must understand the development of children's learning. Therefore, the teacher must also understand the theories of child development, such as cognitive development theory, social development theory, emotional and moral. Teachers also must be able to motivate and develop self-esteem students and manage the learning environment (class) well.
- d. The teacher is the spearhead in developing curriculum in schools, therefore he must master the concepts of the curriculum, how to implement and evaluate the curriculum. The teacher must also be able to translate the curriculum in learning. In this context, teachers are required to be able to make learning plans, organize class structures, implement and evaluate learning
- e. The teacher must be able to carry out learning effectively, which includes: communicating effectively, developing effective learning models, class management, using resources

creatively, understanding students' differences in learning, developing values and moral principles, cooperating with students' parents, conducting assessments and making report.

- f. Teachers must understand the concepts of the teaching profession, take every action according to the teacher's code of ethics, and join one of the teacher professional organizations for their protection.

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