Become a Professional Teacher in the Future

(A change the teacher paradigm)

Windari\textsuperscript{1,*} Rosmala Dewi\textsuperscript{2} Din Oloan Sihotang\textsuperscript{3}

\textsuperscript{1}Postgraduate Program Education Management of University Negeri Medan, North Sumatra Indonesia
\textsuperscript{2}Postgraduate Program Education Management of University Negeri Medan, North Sumatra Indonesia
\textsuperscript{3}Lecturer at STP. Bonaventura Keuskupan Agung Medan, North Sumatra Indonesia

*Corresponding author. Email: windari17031976@gmail.com

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 REVIEW

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


### 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, foetuses, 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 DISCUSSION

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

<table>
<thead>
<tr>
<th>Motives</th>
<th>Objectives</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Advances in Social Science, Education and Humanities Research, volume 488

217
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.

ACKNOWLEDGMENTS

Thank you to the committee of AISTEEL UNIMED 2020 who gave me the opportunity to be a writer to participate in this international seminar. Also thanks to the UNIMED Postgraduate Program in particular Management Education for the knowledge that has been given.

REFERENCES


