

TEACHER PROFESSIONALISM AS A KEY FACTOR IN CREATING A POSITIVE LEARNING ENVIRONMENT

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Abstract

In creating quality education, teachers must have high qualifications, competence and dedication in carrying out their professional duties. Teachers are the key to the success of an educational institution. The purpose of this article was to help readers comprehend the significance of the role that professional instructors play in raising educational standards and fostering a supportive learning environment. The literature study approach from a variety of sources, including books, papers, and journals, was employed in this composition. The writing's outcomes demonstrate how crucial a teacher's professionalism is to students' learning progress. The conclusion of this research is that the main components of competence that a professional teacher must have are professional competence, pedagogical competence, social competence and personality competence. Some of the roles of teachers in creating a positive learning atmosphere are teachers as class managers, facilitators, mediators, motivators and informers.

Keywords: Teacher professionalism, key factors, learning environment

INTRODUCTION

The goal of education is to help students get ready for their future roles by providing them with training, instruction, and supervision. The government created education as a means of educating and developing the country (Sitopu et al., 2024). A country can be said to be advanced if the country prioritizes education because without education a nation will not have the ability to manage natural resources, even if the Indonesian generation does not have adequate skills, it is feared that this will become an obstacle (Afni et al., 2024). Education is one of the key tools in developing human resources because it is also a deliberate and planned attempt to create a learning environment and learning process so that students can actively develop their potential to have control, personality, intelligence, noble morals, and skills, which can be implemented democratically and fairly and non-discriminatorily (Rohma et al, 2020; (Antika et al., 2024).

In order to support the implementation of education with the goal of developing abilities and forming a dignified national character and civilization in terms of educating the nation's life, educational staff members who are appointed from within the society are the main subject of the development process (Tubagus et al., 2023; Aslan & Shiong, 2023; Muharrom et al., 2023). Therefore, the ability to compete with other countries on a global scale is a desirable human attribute for the people of Indonesia in the future.

The provision of high-quality education contributes to the quality of Indonesian citizens. Teachers therefore play a crucial part in society and hold a highly important position. That is why teachers must always develop their abilities (Iskandar Agung, 2014).

Teachers need to have professional standards by mastering the material and learning strategies and be able to encourage their students to study seriously (Nurhayati et al., 2023; Nurdiana et al., 2023; Erwan et al., 2023). In creating quality education, teachers must have high qualifications, competence and dedication in carrying out their professional duties. Teachers are the key to the success of an educational institution. Whether a teacher's behavior or teaching procedures are good or bad will greatly influence the image of an educational institution. The emphasis in the implementation of school education is on improving quality in response to the needs and dynamics of a developing society, so quality improvement can be realized through the implementation of education. Without professional teacher resources, the quality of education will not improve (Wachidi et al, 2020).

It is imperative that educators have access to assured high standards of professionalism and competency in order to advance national education (Sarmila et al., 2023; Sulastri et al., 2023; Haddar et al., 2023). A consistent, focused, and efficient coaching process is required to reach the goal of having a sufficient number of professional teachers who can steer the dynamics of the country's educational advancement. All aspects pertaining to instructors must help this journey towards being a professional teacher. These components can be combined to create a system that will automatically work to build professional instructors in a number and quality that is sufficient (Arfandi & Samsudin, 2014).

It is crucial to work toward motivating and enabling teaching staff to become more professional given the challenges and intricacies of constructing education. This is none other than intended to make efforts to build education stronger, and able to continuously make improvements towards higher quality (Aslan & Pong, 2023; Tuhuteru et al., 2023; Astuti et al., 2023). Teachers and other education staff still lack professionalism, particularly when it comes to their scientific specialties. For instance, biologists can instruct students in physics or chemistry. Teachers of social studies can also instruct in Indonesian. Teachers' professionalism and caliber fall short of expectations. Many of them are underqualified and present incorrect content, making it difficult for them to give and offer truly excellent instruction (Dahrin, 2000).

Being a teacher is a profession, which means that not simply anyone with no experience in education can fill this role. It takes specific abilities. As a profession, teaching, training, and education are the duties of teachers. Teaching entails instilling and fostering moral principles. Teaching entails helping students continue to enhance their talents. In terms of outcomes, a teacher is considered successful if he can influence his students' behavior to improve their mastery of fundamental skills (Afriyanli and Sabandi, 2020).

The teacher is the key to whether or not a learning process is interesting and effective, therefore a teacher is not only required to be able to enliven the class atmosphere but also to be able to make learning into a process of improving the personality of students.

Consequently, it is indisputable that educators need to possess a broad range of knowledge, be experts in a variety of learning resources, understand educational theory and practice, and be proficient in both curriculum and teaching methods. One of the elements influencing the accomplishment of learning and educational objectives is teacher competency. But teaching experience, length of service, and educational background all have an impact on teacher competency, which is not a static quality. Teacher competency can be considered important as a selection tool in recruiting prospective teachers, and can also be used as a guideline in the context of coaching and developing teacher staff. Apart from that, it is important in relation to teaching and learning activities and student learning outcomes. With these professional competencies, it can influence the education management process so that it can produce professional quality education. The issue of teacher competency is one of the professional competencies of teachers that plays an important role in improving the quality of student learning. Education must be directed at producing human qualities that are able to compete, in addition to having noble character. One measure of a nation's quality is its level of education, among other things. An organization ready to supply high-caliber human resources is a school. A nation's quality will increase with its people resources. As a result, education and attempts to enhance the quality of natural resources are inextricably linked (Rahmadoni, 2018).

It is imperative that teachers possess the necessary professional skills to enhance the learning process and inspire pupils to study and succeed. Professional teachers has the ability to effectively execute learning strategies and deliver content in an engaging manner, with an emphasis not just on learning completion but also on the potential growth and development of students, encompassing cognitive, affective, and psychomotor components. Based on observations in several classes, many teachers still use conventional methods such as the lecture method, so that here teachers are more active in the learning process than students. Mastery of learning material which includes systematic delivery, accuracy in giving examples, ability to answer questions and quality in explanation tends to create quality learning.

RESEARCH METHOD

This kind of research is known as library research; it is a collection of studies on data gathering techniques used in libraries or studies in which the research object is investigated using a variety of library resources. Research that analyzes or critically assesses information, concepts, or discoveries found in a corpus of academically

focused literature is known as library research or literature review. It also formulates theoretical and methodological contributions to a certain issue. (Hadi Sutrisno, 2015).

In conducting the literature search for this comprehensive review, a systematic and iterative approach was taken to gather a thorough understanding of topics related to teacher professionalism as a key factor in creating a positive learning environment. The initial steps include clearly defining the scope of the literature review, determining main themes such as theoretical framework, impact assessment, optimization strategies, technology and innovation, social and cultural factors, as well as recommendations for practical implementation (Paré & Kitsiou, 2015).

RESULT AND DISCUSSION

Definition and Concept of Teacher Professionalism

A professional teacher can be distinguished from a technician, because apart from mastering a number of techniques and certain work procedures, a professional worker is characterized by informed responsiveness to the societal implications of the object of his work. This means that a teacher must have a philosophical perception and wise responsiveness that is more stable in responding to and carrying out his work. A teacher's competence as a professional is characterized by a series of continuous diagnoses, rediagnoses and adjustments. Apart from accuracy and thoroughness in determining steps, teachers must also be patient, tenacious, painstaking and responsive to situations and conditions and have the personality of *tawassuth* (moderate), *tawaazun* (balanced), and *tasaamuh* (tolerant), *samapta*, love of the country, sincere, wholehearted, and generous in the learning process, so that at the end of the work it will produce satisfactory results (Hamid, 2017).

Based on the definition of profession with all the requirements that have been stated, it will have fundamental consequences for educational programs, especially those relating to the educational staff component. The consequence in question is the issue of accountability for the education program itself. This is an indication that the success of educational programs cannot be separated from the role of society as a whole. So the competency of graduates is not solely the responsibility of the teacher but is also determined by the users of the graduates and the community either directly or indirectly as a result of the existence of these graduates. Broadly speaking, there are three levels of teacher professional qualifications, namely capability, innovator and developer. Capability means that teachers are expected to have more stable and adequate knowledge, skills and attitudes so that they are able to manage the learning process effectively. Innovators are meant as educational staff who are committed to change and reform efforts (Sitti, 2008).

Teachers are expected to have the right knowledge, skills and skills as well as attitudes towards reform and at the same time be effective disseminators of reform ideas. Developer means that teachers must have a solid teaching vision and mission and

a broad perspective. Teachers must be able to look far into the future in anticipating and responding to the challenges faced by the education sector as a system. A professional teacher is defined as an individual who possesses unique skills and knowledge in the teaching field, enabling them to perform their duties and functions as an educator to the best of their abilities. Put another way, a professional teacher is someone who has received extensive training, education, and experience in their field. To be educated and trained, one must possess not only a formal education but also a variety of learning methodologies and approaches, as well as an understanding of the fundamentals of education in line with the skills required of teachers. The phrase "teacher professionalism" refers to the caliber of teachers' attitudes about their work as well as the level of knowledge and skill necessary for them to do their jobs (Nur & Mardiah, 2020).

Therefore, the phrase "teacher professionalism" more accurately characterizes the "state" of each teacher's professional level as they climb to acquire the attitudes, knowledge, and abilities required to fulfill their responsibilities in the academic field of study. In this case, teachers are expected to have adequate teaching professionalism so that they are able to carry out their duties effectively.

Professionalism is needed to advance education in Indonesia because professionalism means high quality in technical terms, teacher ability in several areas, ability to plan teaching, ability to carry out teaching procedures, ability to carry out relationships with students. Then the teacher is an expert in the field being taught and an expert in educational tasks, a teacher is an expert in the field he is teaching, understanding concepts can be mastered if the teacher understands the psychology of teaching (Rahman et al, 2022).

Professionalism is very necessary in advancing education in Indonesia, of course also as work behavior that prioritizes perfection of results by implementing correct work mechanisms, this is very necessary to support correct Indonesian teacher education, this is very necessary to support Indonesian education, professional teachers oriented towards you. , and show a responsible attitude to work. To be able to carry out a job professionally or have professionalism in a court of law, a certain set of knowledge, attitudes and skills are required. Of course teachers who are professional can make education more developed so that it is better for the future of the Indonesian country which has competent expertise in its field (Susanto, 2020).

The teaching profession in Law No. 14 of 2005 concerning teachers and lecturers requires a main component that a professional teacher must have, these competencies are professional competence, pedagogical competence, social competence and personality competence.

1. Teacher Professional Competence.

Teacher professional competence comes from two words, namely competence and professional. The basic definition of competency is ability or skill. In another sense,

teacher professional competence is the ability and authority of teachers in carrying out their teaching profession, meaning that teachers who are skilled in carrying out their profession can be called competent and professional teachers. Professional competence is work that can only be done by someone who has academic qualifications, competencies and an educational certificate in accordance with the requirements for certain education (Oktiana & Ratna, 2016).

2. Teacher pedagogical competence

A theory of education called pedagogy challenges conventional wisdom on what and how to teach. Teaching and educating pupils both inside and outside of the classroom is a teacher's primary responsibility. Teachers are a constant problem in the classroom and in educational endeavors. In the classroom and beyond, a teacher's primary responsibility is to instruct and educate the students. Instructors work with students who require the fundamental knowledge, abilities, and attitudes to face life in the future. Judging from the learning process, pedagogical competence is the teacher's ability to manage students' learning development. This must be able to be realized by every teacher for the life of the nation (Akbar, 2021).

3. The ability of a teacher to comprehend his place in society and carry out his responsibilities as a citizen and member of that community is known as teacher social competence (Irma Kurniasih, 2017).

By understanding and applying the values and norms that apply in society because teachers are part of society, apart from that in terms of fulfilling their responsibilities as regulated in the preamble to the constitution of the Republic of Indonesia in the fourth paragraph. Communicate both orally and in writing, utilize information technology effectively, engage in active interaction with students, teachers, staff, and parents or guardians of students, and engage in polite neighborhood social interactions.

4. A teacher must develop their teacher personality competency in addition to their mastery of the social, pedagogical, and professional competency categories. Government regulation No. 19 of 2005, which explains the national education standards, defines teacher personality competency as having a stable, mature, smart, and cautious personality that is authoritative, possesses noble character, and continuously improves oneself. Meanwhile, according to Minister of Education Regulation No. 16 of 2007 concerning teacher qualifications and competencies, it explains Personality competency for class teachers and subject teachers at all levels, from primary to secondary education.

Upon closer inspection, there are a number of traits that define professionalism in teaching. The ability to develop a vision and continuously grow in position, the willingness to collaborate effectively with students, teachers, parents, and the community, the understanding and acceptance of carrying out tasks, the prioritization

of service in tasks, the direction, pressure, and cultivation of student behavior patterns, and the implementation of the position code of ethics are the six characteristics of teacher professionalism.

Teachers must be aware of and cognizant of their own teaching ability in order to do this. In order to effectively manage education and teaching of all types, teacher competency is a valuable asset. There are two general categories: professional teacher competency and personal competence. The definition of a professional teacher includes these diverse competencies: they must be able to develop their personalities, interact and communicate with others, provide guidance and counseling, manage schools, conduct basic research as a teaching tool, grasp the fundamentals of education, comprehend instructional materials, create and carry out lesson plans, and execute programs. teaching and assessing the outcomes of the procedures of teaching and learning that have been completed (Sulastri & Martha, 2020).

The Teacher's Role in Creating a Positive Learning Environment

Student development is greatly impacted by a helpful learning environment. In creating a supportive learning environment, the teacher's role is very vital. Teachers can carry out various roles so that students can learn well, comfortably and develop optimally (Wachidi & Tumanov, 2020).

First of all, the teacher must be a facilitator in the learning environment. Teachers must be able to create an environment that allows students to learn actively and interactively. In this case, teachers must provide various learning resources, interesting materials, and also supporting technology, such as computers or projectors to create a fun and innovative learning atmosphere (Rahman et al, 2022).

Second, the teacher must act as a class manager. In learning, teachers must be able to manage the class effectively by implementing clear rules and discipline. Additionally, educators need to be able to foster an environment where students feel comfortable participating and interacting with one another.

Apart from that, teachers must also be inspiring educators. Teachers must be able to provide motivation to students to remain enthusiastic and achieve in the learning process. Teachers must also be able to instill positive values and help students develop their potential. Teachers must also act as good listeners. Teachers must be able to understand and respond to the individual needs of students. Teachers must be willing to listen to complaints, questions and input from students, and provide appropriate assistance or solutions.

Apart from that, teachers must also be good guides. Teachers must be able to provide direction and guidance to students in the learning process. Teachers must be able to provide clear explanations, provide assistance when students experience difficulties, and provide constructive feedback or evaluation.

Lastly, teachers must also act as conflict mediators. In a learning environment, conflict can occur between students. Teachers must be able to manage and mediate conflicts by teaching students how to communicate well, respect each other, and resolve conflicts fairly and peacefully (Rahmi, 2019).

There are several roles of teachers in the classroom, including the teacher playing an important role in the teaching and learning process, namely as a director of learning or director of learning. The teacher's role is to direct the learning process according to the objectives. Not only directing, teachers also play an important role in providing encouragement to students (Emmanouil et al, 2014).

To create a quality learning atmosphere, teachers can provide encouragement and praise to students. The following are some of the teacher's roles, namely:

1. Teacher as Class Manager

The teacher as a class manager plays the role of organizing and supervising learning activities directed at educational goals. The activities of organizing and supervising the learning environment also determine how good the learning environment is. Students who are in a positive learning environment are more motivated to learn and feel secure and accomplished when they meet their learning objectives. In order to get effective outcomes, the main goal of classroom management is to supply and utilize classroom facilities for a variety of teaching and learning activities. Then, the specific goal is to develop students' abilities to obtain the expected results.

2. Teacher as Facilitator

Teaching and learning activities will be hampered if there are no facilities. Here the facilities are not only learning tools such as books, whiteboards, or the like, but the teacher also plays a role as a facilitator. The teacher as a facilitator is responsible for the progress of the learning process, a comfortable classroom atmosphere, a way of delivering material that is easy for students to understand, and selecting teaching materials that are appropriate for each subject. For example, if grades 6, 9, and 12 will carry out school exams to determine graduation. The teacher as a facilitator can create additional classes so that students can study the material more deeply.

3. Teacher as Mediator

In their role as a mediator, teachers act as a go-between in interpersonal interactions and communication. For this reason, teachers must understand how people interact and communicate. This is necessary so that teachers are able to create optimal interactive learning quality. Teachers can engage in three different kinds of activities: fostering positive relationships with pupils, building personal interaction styles, and supporting excellent social behavior. For example, when students experience difficulties in the middle of a discussion, the teacher as a mediator must direct the students to find a conclusion. This will increase students' initiative to find answers without being told directly.

4. Teacher as Motivator

The teacher as a motivator should encourage students to be enthusiastic and active in learning. Motivating students can be done in several ways. First, a teacher's teaching character can influence students' interest in learning. Students prefer teachers who are fun, don't pressure, and explain material in a method that is easy to understand. Examples of such teacher characteristics will increase students' interest in learning. Second, give praise to students who have successfully done assignments or projects well. If there are students who are less enthusiastic, provide motivation reinforcement and grow their self-confidence. Third, tell inspiring stories about a character pursuing their dreams or about their persistence. You can also invite students to watch films that motivate them. Films related to the struggle to achieve goals, or just educational entertainment. Humans tend to repeat things that have pleasant consequences. By being given motivational shows, students are interested in being more active in studying to achieve their dreams.

5. Teacher as Informator

As informants, teachers are the first source of information in schools, both academic and general information. Teachers must be prepared with quality knowledge and broad insight regarding their science or the latest information. For example, teachers take part in training, workshops, provide curriculum, read more, and also have to coordinate to inform their parents about each student's progress.

CONCLUSION

Teachers are expected to have the right knowledge, skills and skills as well as attitudes towards reform and at the same time be effective disseminators of reform ideas. The main components of competence that a professional teacher must have are professional competence, pedagogical competence, social competence and personality competence.

Some of the teacher's roles in creating a positive learning atmosphere are:

1. Teacher as class manager
2. Teacher as facilitator
3. Teacher as mediator
4. Teacher as a motivator
5. Teacher as informant

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