

## DEVELOPMENT OF TEACHER PROFESSIONALISM IN GENERAL EDUCATION: CURRENT TRENDS AND FUTURE DIRECTIONS

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### Abstract

Teachers play a strategic role in creating quality human resources. Every effort made to improve the quality of human resources without involving teachers will end in difficulties because teachers are the key people in determining the quality of education. Therefore, teachers are expected to have professionalism by mastering pedagogical, professional, social and personal competencies. One of the latest trends in the development of teacher professionalism is the adoption of technology in learning. Creative teachers use various applications and online platforms to enhance students' learning experience. They leverage learning videos, online forums, and even social media to facilitate collaboration and knowledge sharing. In this article, several strategies have been explained that teachers can use to increase their professionalism. By implementing these strategies, it is hoped that teachers can become more professional in carrying out learning tasks and create a conducive classroom atmosphere for students.

**Keywords:** Teacher Professionalism, General Education

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## INTRODUCTION

In the world of education, teachers are a key element who have an important role in shaping the future of the younger generation (Guna et al., 2024; Sitopu et al., 2024). Teacher professionalism is the main focus in ensuring that the learning process runs effectively and efficiently (Afni et al., 2024; Antika et al., 2024). However, in the digital era that continues to develop, the profession cannot be separated from new challenges and trends that need to be faced (Gamble, J, 2010).

The meaning of professional refers to a person who holds a profession or refers to a person's appearance in carrying out work performance in accordance with their profession (Tubagus et al., 2023; Aslan & Shiong, 2023; Muharrom et al., 2023). This professional bearing and appearance has received recognition, both formally and informally. Formal recognition is given by a body or institution that has the authority to do so, namely the government and/or professional organizations (Demirkasımoğlu, N, 2010). Meanwhile, informally this recognition is given by the wider community and users of a profession's services. For example, the term "professional teacher" is a teacher who has received formal recognition based on applicable regulations, both in relation to his position and formal educational background (Nurhayati et al., 2023; Nurdiana et al., 2023; Erwan et al., 2023). This recognition is expressed in the form of a decision letter, diploma, deed, certificate, and so on, both regarding qualifications and competencies. The term "professional teacher" can also refer to recognition of the competency of a teacher's work performance in carrying out their duties as a teaching staff. Thus, "professional" is based on formal recognition of the qualifications and performance competence of a particular position or job.

Professionalism is a professional attitude which means doing something as a main job, as a profession and not as a time filler or just a hobby (Sarmila et al., 2023; Sulastri et al., 2023; Haddar et al., 2023). A profession is a job that in carrying out its duties requires or demands expertise, using scientific techniques, and high dedication. Expertise is obtained from educational institutions specifically intended for this purpose with an accountable curriculum (Wardoyo, C., & Herdiani, A, 2017).

A professional person has the meaning of an expert with the knowledge he has in serving work, responsibility for his decisions, both intellectually and attitudinally, and has a sense of teamwork and upholds ethics in a dynamic organization (Aslan & Pong, 2023; Tuhuteru et al., 2023;

Astuti et al., 2023). Meanwhile, what is meant by teacher professionalism is the condition, direction, values, goals and quality of expertise and authority in the field of education and learning related to a person's work and livelihood. Kunandar (Tütüniş, B., & Yalman, D, 2020).

Thus, a teacher who has professionalism is a teacher who has special expertise in the field of teaching so that he is able to carry out his teaching duties with maximum ability, and is reflected in his mental attitude and commitment to realizing and improving professional quality through various methods or efforts.

The current situation is that the level of teacher professionalism is still far from expectations, while students' academic achievements and results are greatly influenced by a teacher. To be able to teach students optimally, teachers must have professional qualifications that are combined with the learning process carried out by the teacher (Andrews, D., & Crowther, F, 2003). Therefore, observations need to be made so that the level of professionalism of teachers in Indonesia can improve and so that education in Indonesia can further develop and be able to compete with other countries. A profession itself is a job whose implementation requires knowledge and skills that are used in an agency or institution. A job is categorized as a profession if the implementation of the job requires qualifications such as having the knowledge, expertise, behavior of a professional teacher, professional standards, professional associations, professional codes of ethics, and professional educational institutions. An example of a profession is a teacher.

Technological developments have changed the educational landscape rapidly. Teachers must face new challenges in integrating technology in learning. They need to master digital tools and have the ability to use learning media effectively. Apart from that, teachers also have to adapt to changes in the curriculum. The development of science and the changing needs of society force teachers to continuously update their knowledge. They must always learn and follow the latest developments in order to remain relevant in the world of education which continues to move forward (Locke, T., et al, 2005).

Another challenge faced by teachers is their increasingly complex role. They are not only a source of knowledge, but also motivators, mentors and counselors for students. Diversity in the classroom, whether in terms of intelligence, learning styles, or student backgrounds, requires teachers to have strong interpersonal skills.

A teacher is required to be insightful and must have knowledge in accordance with his main duties and functions as a teacher or teaching staff

and must have expertise in delivering learning material using learning strategies and methods as well as learning resources. Meanwhile, professionals are people who have skills that can only be done by someone who has been prepared or trained for a particular job (Sugiyanto, S., et al, 2021). So, it can be concluded that a professional teacher is a teacher who has skills that have been prepared for him while he was a teacher. Therefore, teachers not only educate and teach but also guide, train, assess and evaluate students based on the expertise possessed by the teacher.

## **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**

### **A. Current Trends in Teacher Professionalism Development**

One of the latest trends in the development of teacher professionalism is the adoption of technology in learning. Creative teachers use various applications and online platforms to enhance students' learning experience. They utilize learning videos, online forums, and even social media to facilitate collaboration and knowledge sharing (Yuwono, G. I., & Harbon, L, 2010).

Another trend is a student-centered learning approach. Teachers are no longer the only source of knowledge in the classroom. They serve as facilitators who help students explore their own knowledge through research, group discussions, and collaborative projects. This approach encourages student independence and develops critical and problem-solving skills.

The development of teacher professionalism does not only occur in the classroom, but also through collaboration and knowledge exchange between fellow teachers. Online discussion forums, workshops and training have become a means for teachers to broaden their horizons and improve the quality of their teaching (Sachs, J, 2016).

Teaching as a profession needs to be accompanied by the implementation of teaching profession regulations, so that there will be a

balance between the rights and obligations of someone who works as a teacher, including: Indonesia needs teachers who are not just called teachers, but teachers who are professionals in their profession as teachers. The rules of the teaching profession come from two basic words of profession and the specific field of teacher/teaching (Wardoyo, C., & Herdiani, A, 2017).

Logically, every professional development effort (professionalization) must start from the construct of a profession, and then move towards the specific substance of the field. Placed in the context of developing teacher professionalism, every discussion of the professional construct must be followed by an introduction to the specific content of the teaching field. More specifically, the introduction of content is based on the target audience of the profession. Therefore, the development of professionalism of elementary school or madrasah ibtidaiyah teachers will touch on the issues of: (1) the professional figure in general, (2) the professional figure of teachers in general, and (3) the professional figure of elementary school or madrasah ibtidaiyah teachers (Hilton, G., 2013).

Teacher competence includes pedagogical competence, personality competence, social competence, and professional competence obtained through professional education. Pedagogical competence refers to the ability to manage student learning. Personality competency refers to the ability of a personality that is stable, has noble character, is wise and authoritative and is a role model for students. Professional competence refers to the ability to master subject matter broadly and in depth. Social competence refers to a teacher's ability to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the surrounding community (Sengottuvel, A., & Aktharsha, U. S, 2015).

It seems that even though the educational qualification requirements are met, it does not mean that a person can work professionally, because there must also be sufficient evidence that he or she has skills, skills or abilities that meet certain quality standards or norms. For this reason, it has recently been determined that educator certification is recognition given to teachers and lecturers as professionals.

The second requirement for a profession is the implementation of self-regulated training and practice. If most people work under the strict supervision of superiors, this is not the case with professions. Occupational

professionals enjoy a high degree of autonomy, even tending to work independently. A number of professional trainings are still required and are organized by professional associations. Formal degrees and various forms of certification are required for professional practice. In fact, in a number of well-established professions, the political lobbies of these professional associations can provide legal witnesses against those who practice without the relevant certification.

If these benchmarks are applied to teaching work, it is clear that the stability of teaching as a profession has not yet reached this stage. Many teachers still work under the strict supervision of superiors and do not have the degree of autonomy and independence that befits the profession. There are almost no sanctions for anyone who practices teaching even without educational certification. The conventional system clearly does not support the strengthening of the teaching profession. A teacher's assessment decision in a subject area, for example, is by no means final because to determine graduation or grade promotion, there is still a teacher council meeting. Not infrequently, in such meetings, a subject teacher must "change" the grades that have been determined to be in accordance with the decision of the teacher council meeting (Tanang, H., & Abu, B, 2014).

## **B. Factors that Influence the Development of Teacher Professionalism**

Teacher professionalism is influenced by several factors and is a problem, namely the factor "standard teacher qualifications and the relevance of the teacher's area of expertise to the teaching task (Taufik, 2002). Gibson et al (1985) stated that "there are three groups of variables that influence teacher professionalism, namely first individual variables, organizational variables and individual psychological variables". Cascio (Sukmadinata, 2004) states that "ability and motivation are factors that interact with performance, professionalism is related to performance." Factors that do not directly influence performance are people, capital, methods, production, organizational environment, country environment, regional environment and feedback (Dembo, M. H., & Gibson, S, 1985).

Apart from the factors mentioned above that teachers need to pay attention to and master in order to be professional and perform at a high level in the information era, teachers also need to master a number of competency standards and the description of various sub-competencies and learning experiences contained in pedagogical, social and personality

competencies according to the resulting formulation. by the Indonesian LPTKI Association in 2006. Qualification issues are also a factor that influences teacher professionalism and performance to show their profile as quality teachers in accordance with the demands of the information era in the era of globalization (Habibi, B., 2019).

Factors that influence teacher professionalism are seen from an Input-Process-Output perspective. Several factors that influence teacher professionalism can be divided/grouped into three parts, namely from the input perspective, process and output perspective. What is meant by input perspective are things that exist within the teacher's personality, namely including teacher qualifications or education level, length of service, work experience, training undertaken, mastery of social, pedagogical and skills competencies (Habibi, B., 2019). Apart from that, there are also input factors that come from the environment around the teacher, such as the principal's leadership, work climate at school, support from the family, support from the school board/school committee, students and the community.

Factors that influence teacher professionalism seen from the perspective of the teaching and learning process in the classroom include factors of high teaching and educational motivation in teachers, high learning motivation and interest in students to study at school, availability of media and learning resources. in adequate schools, teacher mastery in the application of educational psychology in the classroom learning process, teacher mastery in the application of knowledge about student development in the classroom learning process, teacher mastery of the foundations of education in the classroom, teacher mastery in the application of various methods, appropriate learning strategies innovative in the classroom, teacher mastery of various up-to-date learning theories that are relevant in classroom learning, teacher mastery of the application of innovative process evaluation methods and learning outcomes, teacher mastery of the application of guidance and counseling theory in overcoming students' learning difficulties, teacher mastery in the application of theory educational administration in classroom learning, the teacher's ability to master subject matter and manage PBM professionally, the discipline of teachers and students in learning, working and teaching in the classroom, the teacher's ability to study scientific methodology in the field of study, the teacher's ability to master curriculum structure and material, the teacher's ability to identify the substance of study material

according to the development and potential of students, the teacher's ability to choose the substance, scope and sequence of learning material contextually, the teacher's ability to use communication and information technology in learning contextually, the teacher's ability to carry out classroom action research, the teacher's ability in social communication with students in class, and the teacher's ability to design improvements in the quality of learning according to the results of classroom action research (Avalos, B, 2011).

Factors that influence teacher professionalism are seen from an output perspective, namely factors including the professionalism and performance of school graduates in the world of work or in society, the response and appreciation of society and the world of work towards school graduates, and exemplary behavior shown by graduates. school in the world of work and in society.

### **C. Effective Strategies in Developing Teacher Professionalism**

Teachers help students acquire knowledge and skills from learning resources (Great Teacher, 2016). In this case, teachers must develop themselves and improve their quality as educators. Have a willingness to learn throughout life and follow developments in science. And teachers must always be open and understand the characteristics of students in carrying out their duties as educators. Teachers must have broad insight and be dialogical in communicating with students, have a character that suits the students' wishes, accept any criticism and questions from students, have a good personality, and master the subject matter in depth (Zulhafizh, & Permatasari, S, 2020).

Professional teachers must have special abilities and expertise in the field of teaching so that they are able to carry out their duties well. The teacher's duties include (Great Teacher, 2016):

#### **1. Educator**

As a teacher, the main task is to educate, teach, train, guide, direct, assess and carry out other tasks that are important in the learning process.

#### **2. Leader**

Teachers as leaders have an important role in the learning process. A teacher can lead and manage the class effectively, so that the learning process can run smoothly and students can achieve learning goals well.

#### **3. Facilitator**

Teachers as facilitators can help students develop their interests and talents and can help students achieve learning goals.

#### 4. Motivator

A teacher also acts as a motivator in the learning process. Teachers can be open and encourage students to dare to express their opinions and have the ability to revive students' enthusiasm which is starting to decline.

Improving teacher quality and competency can be done through various strategies, such as training and developing teacher professionalism. Teacher professionalism is the teacher's ability to carry out their duties as educators well and in accordance with established standards. Professional teachers must have special abilities and expertise in the field of teaching so that they are able to carry out their duties well. Increasing teacher professionalism is very important to achieve the goal of quality education. Teachers can improve their performance by developing knowledge, abilities, skills, attitudes and habits. Some development strategies according to Amran in Nurdin (2004), namely, teachers can improve professional competence by taking education to a higher level, attending workshops or training organized by schools or other institutions, attending seminars, and utilizing journals (Hornby, 2005 ).

According to Kunandar (2007), a professional teacher is someone who has adequate educational and training qualifications, and has extensive experience in their field. A professional teacher must continue to develop himself and improve his competence in order to provide quality learning and increase his professionalism in carrying out his duties as an educator and teacher. According to Kunandar, the qualifications that a professional teacher must have include:

##### 1. Adequate professional educational qualifications

A professional teacher must have adequate professional education qualifications to be able to provide quality learning.

##### 2. Adequate scientific competence

Professional teachers must have adequate scientific competence in the field being taught in order to provide effective learning.

##### 3. Ability to plan, implement and evaluate learning. Professional teachers must have the ability to plan, implement and evaluate learning in order to provide quality learning.

##### 4. Ability to communicate and interact with students

Professional teachers must have the ability to communicate and interact with students in order to motivate students to learn.

5. Ability to use technology in learning.

According to (E. Mulyasa, 2008), a professional teacher must master four competencies, namely pedagogical competence, personality competence, social competence and professional competence.

1. Pedagogical competence is the ability or skills possessed by a teacher in teaching and educating students.
2. Personality competency is the ability to have a strong personality, have noble character, wisdom and authority and be a role model for students.
3. Social competence is the teacher's ability to establish good social relationships with students, parents and the surrounding community.
4. Professional competence is the ability of a teacher to master learning material in a broad and in-depth manner which enables him to guide students in accordance with national education standards.

Teacher professionalism in learning is very important to achieve the expected learning goals. Professional teachers must have the ability to carry out their main tasks, develop teacher competence, and have a good personality. To be able to become professional teachers, they must be able to find their identity and actualize themselves according to the abilities and rules of professional teachers. Therefore, teachers need to continue to learn and develop themselves in order to improve their professionalism in carrying out their duties as educators and teachers (Ghanbarzahi, F. A, 2014).

## **CONCLUSION**

Teacher professional development means coaching that is carried out continuously to improve the quality and career development of professional teacher staff. Teachers as professional educators must of course be a reflection of their surroundings, especially for students and the surrounding community as well as within the family environment, therefore teachers should always carry out good actions and attitudes and be reflected so that the image is captured or imitated by those around them, especially their students, so that they can have a positive impact on students and those around them. Teachers have a very important role in improving the quality of learning and creating a quality generation. In this article, several strategies have been explained that teachers can use to increase their professionalism. By implementing these strategies, it is hoped that teachers can become more

professional in carrying out learning tasks and create a conducive classroom atmosphere for students. Not only that, teachers are expected not only to carry out their profession, but teachers must have a strong interest in carrying out their duties in accordance with the required rules of teacher professionalism.

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