



Teaching Profession

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ABSTRACT

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INTRODUCTION

Currently, efforts to improve the quality of education continue to be carried out by setting goals and standards of educational competency. One of the most influential factors in the quality of education is the teacher. A teacher must have the ability to move the interest and enthusiasm of his students to learn. Professional teachers are teachers who are competent, qualified and can make changes in the student learning process which will later produce students who excel.

The existence of teachers is one of the main factors in achieving learning achievement, where learning achievement is the result achieved after the learning process. Thus, teachers should have qualities that can support their students' learning achievement, because basically achievement and learning are two things that cannot be

separated. Learning is a process to get a result in the form of achievement. The success or failure of a student in education depends on the learning process that is passed.

The existence of professional teachers is still far from what is expected. In fact, many schools have low quality education. This is one proof that professional teachers have not been realized properly in Indonesia. This fact has moved academic figures to create a formulation to improve the quality of teachers with training until the qualification of teachers has a minimum education of Strata 1

Discussion

Definition of Profession

According to Sanusi et al (1991), the main characteristics of a profession are a position that has a crucial function and social significance, demands certain skills and expertise, requires a high level of education over a long period of time, adheres to a code of ethics, has autonomy over the problems faced, is responsible for his actions, and has high prestige in society.

The semantic use of the word profession is very connotative, meaning it can be used in various fields of work. One of them in this context is in the field of education or teaching. The term profession is etymologically referred to from the English word "profession" which means a permanent and regular position or job to earn a living that requires special education or training. (Abdul Majid: 2014, 84)

Understanding the Teaching Profession and Professionalism

Teachers are recognized as a special profession. It is said so because the teaching profession not only requires certain skills as other professions, but also has or carries the most valuable mission, namely education and civilization. On this basis, it is not surprising that teachers are always glorified, praised, admired, and respected because of their important role in the existence of the future nation. Defining teachers as professional workers, in a semantic context, is certainly very closely related to knowledge about the meaning of the word profession itself. Muhibbin Syah said that the term professional (professional) is originally an adjective from the word "profession" (work) which means very capable of doing work. As a noun, professional more or less means a person who does a profession by using profession as a means of livelihood.

Professionalism in the field of teaching means increasing all power and effort in order to achieve optimal services that will be provided to the community. The subject of education is a human being who has the will, knowledge, emotions and feelings and can be developed according to their potential. Meanwhile, education is based on humanitarian values that respect human dignity.

Code of Ethics for the Teaching Profession

The definition of a code of ethics for the teaching profession is a norm that must be adhered to by every member of the profession and in their life in society, which contains instructions that must be carried out and prohibitions that must not be carried out.

The code of ethics for the teaching profession has several objectives, namely:

1. To uphold the dignity of the profession
2. To safeguard and maintain the welfare of its members
3. To increase the dedication of professional members
4. To improve the quality of the profession
5. To improve the quality of professional organizations.

The skills that a teacher must have.

Students' Understanding Ability

There are at least four things that professional teachers must understand about their students, namely:

1. Intelligence Level

In learning to help students who have different levels of intelligence, teachers can divide students into groups (based on intelligence and achievement levels), acceleration programs (acceleration for intelligent children).

2. Creativity

Creativity is the result of learning in cognitive skills, so that to be creative can be learned through the teaching and learning process. According to (Slameto: 2010, 138) the levels in question are: ·Non-verbal information ·Factual information ·Concepts and principles ·Problem solving and creativity

3. Physical Condition

A teacher should not discriminate between normal students and those with physical disabilities, in terms of socializing or in terms of assessment. A teacher should also understand their shortcomings, usually students with physical disabilities tend to be inferior and lack self-confidence, a teacher should be able to motivate and encourage them so that they can learn well. And most importantly a teacher should be able to be patient and meticulous in dealing with them.

4. Cognitive Development

From some of the individual differences above, educators and school principals must understand them in order to carry out learning effectively. In this case, learning can be adjusted to the diversity of conditions and needs, both concerning the abilities or potential of students and environmental competencies.

Learning Planning Skills

Meanwhile, William H. Newman in Abdul Majid stated that planning is determining what will be done. Planning contains a series of broad decisions and explanations of objectives, policy determination, program determination, determination of certain methods and procedures and determination of activities based on daily schedules. (Darwyn Syah: 2007, 28)

According to Abdul Majid, planning is compiling steps that will be implemented to achieve predetermined goals. The planning can be compiled based on needs within a certain period of time according to the wishes of the planner. However, the most important thing is that the planning that is made must be able to be implemented easily and on target. (Abdul Majid: 2008, 15)

In the context of teaching, planning can be interpreted as the process of compiling lesson materials, using teaching media, using teaching approaches and methods, and assessment in a time allocation that will be implemented at a certain time to achieve predetermined goals. (Abdul Majid: 2008, 17)

For an educator Before teaching in class, at least have prepared a syllabus and lesson plan (RPP) this aims to make learning can be directed and in accordance with the competencies to be achieved. Usually in the RPP includes at least learning objectives, teaching materials, teaching methods, learning resources and assessment of learning outcomes. learning. The questions tested cover all the basic competencies that have been given. And do not forget the emphasis on the basic competencies discussed in each class. The results of this final exam can be used as an evaluation to determine graduation for each student, and whether or not they are eligible to continue to the next level.

1. Final Assessment of Educational Units and Certification

Assessment activities to obtain an overall picture of the completeness of student learning are carried out at the end of each semester. While for certification purposes, performance, and learning outcomes stated in the Certificate of Completion of Learning (STTB) are not solely based on the results of the final assessment at the school level.

2. Benchmarking

Benchmarking is one of the standards when managing ongoing performance. The process, and results to achieve happy excellence. Excellence itself can be determined at the school, regional, or national level. Assessments can also be carried out in a related manner so that students can achieve the level of learning excellence that suits their abilities.

3. Program Assessment

Program assessment is carried out to determine the suitability of the curriculum with the basis, function, to know the national educational goals, and its adjustment to

the demands of development by society and the progress of the times. In this assessment, an educator will be able to know the development and progress of students, and become a reference for implementing the next steps in teaching and learning activities so that learning goals are achieved.

Ability to Develop Students

Student development is part of the pedagogical competence that teachers must have, to actualize the various potentials possessed by each student.

Student development can be done by teachers in various ways, such as participating in extracurricular activities, enrichment and remedial, guidance and counseling. (Agus Maimun: 2006, 85-90)

Aspects of Professional Teacher Competence

In the book written by Wina Sanjaya, the competencies that a teacher must have include personal competency, professional competency, and social competency. (Wina Sanjaya: 2014, 18)

Pedagogical Competence

Pedagogical competence is the ability related to students' understanding and management of educational and dialogic learning.

Personality Competence

Personality competency is a personal ability that reflects a steady, stable, mature, wise and authoritative personality, is a role model for students, and has noble morals, including the following personality competencies:

- a. Have a steady and stable personality
- b. Have a mature personality
- c. Have a wise personality
- d. Have an authoritative personality
- e. Be a role model for students.

Social competence

Social competence is related to the ability of educators as part of society to communicate and interact effectively with students and the surrounding community. Here are the things that need to be possessed as social beings:

- a. Communicate and socialize effectively
- b. Management of relations between schools and the community
- c. Take an active role in society
- d. Become an agent of social change

Professional Competence

Professional teacher competence describes the abilities that must be possessed by someone who holds the position of teacher, meaning that the abilities displayed are a characteristic of their professionalism. In the National Education Standards, the explanation of Article 28 paragraph (3) point c states that professional competence is the ability to master learning materials broadly and deeply which enables students to be guided.

CONCLUSION

In the context of teaching, planning can be interpreted as the process of compiling lesson materials, using teaching media, using approaches, teaching methods, and assessments in a time allocation that will be carried out at a certain time to achieve predetermined goals. Professional Competence describes the abilities that must be possessed by someone who holds a position as a teacher, meaning that it can show that it is a characteristic of his professionalism. In addition, teachers must also have competencies that reflect a steady, stable, mature, wise personality and be a role model for their students. From the explanation above, teachers are often considered as figures who have ideal personalities. Because teachers are also considered role models to be imitated, therefore they must have the competencies mentioned above.

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