

THE ROLE AND CHALLENGES OF ENGLISH TEACHER PROFESSIONALISM IN IMPROVING THE QUALITY OF LEARNING IN THE CLASSROOM

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ABSTRACT

Teacher professionalism has a central role in improving the quality of learning in the classroom. This article explores key aspects of teacher professionalism, including academic competence, pedagogical skills, ethical attitudes, and adaptability to current developments. The discussion regarding the positive impact on student development becomes the focus, providing an in-depth understanding of the importance of the role of teachers as the main pillar in producing a quality generation. In conclusion, increasing teacher professionalism is a strategic key in improving the quality of education. The professionalism of a teacher is the answer to all the challenges that exist in the world of education, especially in the classroom. The urgency in increasing professionalism is one of the efforts to face future challenges, therefore a teacher will continue to be required to be professional to meet existing challenges.

Key Words: Professionalism, challenges and quality of learning

INTRODUCTION

Teachers are a very important component in education. It could even be said that teachers are the most strategic key to the development of quality education. The role of teachers in education is so important, it is not surprising that Japanese Emperor Hirohito, after the defeat of the Japanese Allies, asked how many teachers were still alive. It was on the teacher's shoulders that Emperor Hirohito placed his trust in rebuilding a destroyed Japan through education and success.

A prominent philosopher and educator, Albert Einstein, once said, "A country that is forward-thinking is a country that has advanced teachers." This quote highlights the fundamental essence of teacher professionalism in directing the development and

civilization of a nation through education. In this context, educational theories which underline the role of teachers as the main agents in producing a quality generation become very relevant.

Humanist theory by John Dewey, for example, emphasizes that teachers are not only transmitters of information, but also as facilitators of the development of students' individual potential. This thinking highlights the complexity of a teacher's job which not only requires mastery of learning material, but also requires good pedagogical skills and ethical attitudes. Therefore, theories like this build a conceptual basis for understanding the importance of teacher professionalism in improving the quality of learning in the classroom.

Education plays a crucial role as a pillar of a nation's development, and in this context, the role of teachers is a key element in producing a quality generation. Teacher professionalism plays a central role in determining the quality of learning in the classroom. In line with the educational revolution, teachers are not only expected to be transmitters of knowledge, but also as educational leaders who are able to shape character, motivate and guide students beyond the classical limits of learning. In this context, this article will discuss in depth the importance of teacher professionalism in improving the quality of learning in the classroom, detailing its positive impact on the teaching and learning process, student development, and the overall quality of education.

TEACHERS AS THE MAIN PILLAR IN EDUCATION

Teachers not only act as teachers, but also as agents of change who guide students through the learning process. Teacher professionalism includes academic expertise, pedagogical skills, and ethical attitudes that create a productive learning environment. In their role as learning facilitators, teachers need to have in-depth knowledge in their academic field and be able to package it in an inspiring way so that it is easy for students to understand. In addition, quality pedagogical skills will help teachers manage the classroom efficiently, provide individual support to students, and design learning strategies that suit students' needs.

CHANGING TIMES AND EDUCATIONAL CHALLENGES

In facing an era of rapid change, teachers' professionalism is also tested in their ability to adapt to current developments. Globalization, technology and socio-economic dynamics are changing the educational landscape drastically. Professional teachers need to have the ability to utilize technology in learning, develop innovative teaching methods,

and integrate global concepts into the curriculum. This ability to adapt to change not only updates teaching approaches, but also creates relevant learning environments and empowers students to face future challenges.

ETHICAL ATTITUDES AS THE FOUNDATION OF QUALITY EDUCATION

Apart from academic and pedagogical competence, teacher professionalism is also reflected in the ethical attitudes that are upheld. The teacher's ethical attitude creates a learning atmosphere that is safe, supportive and based on moral values. Teachers as moral role models have great potential to shape students' character, provide a comprehensive educational experience, and build the foundation for the formation of a strong personality. Therefore, this aspect cannot be ignored in achieving the goal of improving the quality of learning in the classroom.

THE IMPACT OF TEACHER PROFESSIONALISM ON STUDENT DEVELOPMENT

Teacher professionalism is not just a personal responsibility, but also has a direct impact on student development. Professional teachers are able to increase student learning motivation, develop individual potential, and provide an empowering educational experience. Therefore, a deep understanding of the importance of teacher professionalism is the key to creating a competitive learning environment and stimulating overall student development.

Seeing the important role of a teacher, it is not surprising that there are many articles discussing the importance of developing teacher professionalism in improving the quality of learning in the classroom. Like the article entitled "Teacher Professionalism in Improving the Quality of Education" written by Yunus (2016). This research aims to determine the development of competence and professionalism of teachers as educators in improving the quality of education. Then the research entitled "The Importance of Teacher Professional Development in Improving the Quality of Learning in Vocational Schools" This article written by Maryati, et al (2016) emphasizes the importance of developing teacher professionalism in supporting improving the quality of learning in Vocational Schools. Then the article entitled "The Importance of the Role of Professional Teachers in Improving Education" by Nur and Mardiah (2020). This article highlights the importance of teacher professionalism in education and how professional teachers help society have good quality education. Then research by Sari, et al (2022) on "The Importance of Teacher Professionalism in Improving the Quality of Education". This

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article discusses indicators of professional teacher success that can be seen from the quality of the learning process and how efforts are made to improve teacher professionalism. The last one is an article entitled "The Importance of Teacher Professionalism in Improving the Quality of Education" by Suharno (2008). This article emphasizes the importance of professional competence, social competence, and pedagogical competence in teacher professionalism and their relationship with educational professionals. Apart from that, this article also discusses the importance of high appreciation and recognition for a teacher to achieve quality in the educational process.

Several of these articles highlight the importance of teacher competency, ability to plan teaching, rewards and recognition, training and development, and involvement with educational professionals in increasing teacher professionalism. Apart from that, the article also discusses the role of teacher certification in improving the quality of education. However, there is still little research that specifically discusses the challenges faced by teachers in Indonesia in developing professionalism.

Through this article, we aim to provide an in-depth understanding of the role and challenges of teacher professionalism in improving the quality of learning in the classroom. It is also hoped that this article can be a source of inspiration for educators, policy makers and related parties in developing strategies to increase teacher professionalism. By increasing teacher professionalism, we can create a more effective learning environment, contribute to improving the quality of education, and form the next generation who are ready to face future challenges. In line with that, it is also hoped that this article can stimulate further discussion about how to improve the education system to achieve optimal learning goals.

METHODS

The research method used is library research with descriptive analysis, which specifically examines and describes the value of teacher professionalism in schools in general. Data was collected from various books and journals on the topic of the importance of teacher professionalism in education, both in terms of the definition of teacher professionalism, the requirements for becoming a professional teacher, and the assumptions that underlie the need for teachers. professionalism in school education.

In this research, the author used content analysis data analysis techniques. Moleong in (Nur & Mardiah, 2020) content analysis data analysis technique is a study that uses books or documents to draw conclusions, both deductive content studies and inductive content studies. In this research, researchers conduct survey data to collect

information from previous research, regardless of whether the data is primary or secondary, collected in the field or in the laboratory. Then, study the current literature and examine it thoroughly. After that, the researcher will express his opinion critically and analytically.

Findings and Discussion

Teacher Professionalism

In Indonesia, teacher professionalism is related to teachers' ability to carry out their roles and functions as well as how they behave at school and in the context of society. An Indonesian teacher is characterized by excellence in nationalism and fighting spirit, faith and devotion, mastery of science and technology, work ethic and discipline, cooperation and learning in various scientific disciplines, insight into the future, career certainty, and physical and spiritual well-being. By having these characteristics, Law on Teachers and Lecturers Number 14 of 2005 mandates teachers as professional educators with basic level tasks of educating, teaching, guiding, directing, training, assessing and evaluating students from an early age in early childhood education, formal education, primary education, and secondary education.

According to Rusman as quoted in Nur & Mardiah, professionalism is a way of looking at certain talents needed in certain positions, where these skills can only be achieved through special education or training. Education and training are initiatives to build teacher resources, especially in terms of professionalism skills. Professional instructors are continuously involved in courses, workshops, seminars and other activities. Syafrudin Nurdin and M. Basyirudin Usman quoted in Nur & Mardiah also said that professionalism is very necessary for someone who works as a teacher and is a demand in a career. Professionalism requires the abilities and competencies that a teacher must have in his work. Skills and competencies in a particular field certainly require time to learn. Academic competence is very necessary in a teacher's work so that malpractice does not occur in its implementation (Nur and Mardiah, 2020).

Obligations of Professional Teachers

Obligations of Professional Teachers Professional instructors must have special skills. Professional instructors are also expected to fulfill their responsibilities. Several requirements are regulated in article 20 of Law of the Republic of Indonesia Number 14 of 2005 concerning Educators and Lecturers, namely: Professional instructors organize learning, organize a quality learning process, and analyze and evaluate learning outcomes. Professional instructors continually enhance and develop their academic credentials and competencies in response to advances in science, technology, and the arts.

Professional instructors are objective and do not discriminate based on gender,

religion, ethnicity, race or certain physical characteristics. Professional instructors adhere to legal and ethical rules, as well as religious and ethical ideals. Professional educators uphold and promote national unity and integrity. (M. Shabir in Nur and Mardiah 2020).

Once the assigned tasks and activities are completed, a highly qualified future teacher must show his students how to do their best and achieve the desired results. At the same time, future professional educators must address the fact that students are diverse and adapt by modifying teaching approaches and materials according to students' developmental stages, background knowledge, cultural norms, and course-specific requirements.

A teacher will continue to exist even though advances in science and technology are increasingly rapid if the conditions stipulated in the laws and regulations above are met. Likewise, children will respect him more because they consider him a role model who should be imitated and respected. Building teachers who are professional in carrying out their profession. Professional teachers must have various abilities in order to carry out their duties effectively. Professional instructors must have the following skills: (1) a solid knowledge base, high level of knowledge, and the ability to consistently innovate and grow knowledge and competence to be able to compete and be the best; and (2) the ability to convey knowledge efficiently to students. So the teacher's job is to create content, plan and implement material, offer facilities, and present material to lead, direct, and motivate students; and (3) understanding students' psychological growth. Because the psychological development of each child is unique, a teacher should understand children based on their character and personality; and (4) Have a sense of humor and teaching ability. In this case, a teacher's attitude in the classroom has a significant influence on his learning style. Apart from the abilities mentioned above, professional teacher competencies according to Andina (Eliza et al: 2022) are:

Teacher professional competence

A teacher's capacity to carry out his obligations is characterized by professional teacher competence. In this context, competent and professional teachers are teachers who concentrate on their work. Professional competence is a collection of talents that can only be achieved by someone who has appropriate academic, professional and professional qualifications.

Pedagogical Competence

Pedagogical competency is a competency that differentiates teaching from other professions and is an absolute necessity for teachers. These competencies include broader knowledge and skills, as well as a deeper understanding of student characteristics and

psychology. Teachers will be more successful and efficient in their interactions with students if these abilities are improved, and they will be able to detect and solve developing difficulties.

Competence Social

Teachers' social competence refers to their ability to understand themselves as members of society and carry out their obligations as members of society and citizens. Because a teacher is part of society, he must understand and implement the norms and values that exist in society, such as identifying and handling social tasks specified in law. The Constitution of the Republic of Indonesia The Constitution of the Republic of Indonesia socializes politely with students, fellow students, teachers, education staff, parents or guardians of students, and socializes in the community.

Social Personality Competencies

Apart from other abilities, a teacher also needs to be aware of the following: Personality competence in social, educational and professional teaching, meaning good, steady, mature, intelligent and careful, authoritative, of noble character and continuous self-development . There are four actions that must be taken to build the four competencies mentioned above in order to create professional teachers, including: Every teacher must continue to participate in various types of training and coaching. Several studies have found that short seminars held only once do not have a big influence on the development of teacher competence. Therefore, continuous teaching, coaching and training is needed so that instructors can apply new learning methodologies. Every teacher always creates new innovations in the learning process, such as the use of new methods or interactive media, and teachers must regularly use learning methods outside the classroom. This is useful in increasing teacher competence and making learning more interesting.

Form teacher groups based on the subjects taught, such as subject teacher discussions (MGMP). This group aims to provide a forum for instructors to discuss the challenges faced throughout the learning process in class in order to find the best solutions.

Leadership and co-worker support. Professional instructors are not formed overnight, but through a long process. Support from leaders and co-workers is very important in their efforts to develop their abilities.

Teachers in Indonesia and the Challenges of Professionalism Professionalism is often characterized as a person's technical expertise. A certain set of knowledge, attitudes and abilities are needed to carry out a task professionally or professionally. There are several rational reasons why teaching has become a profession, namely: (1) the teacher's field of work requires careful planning, solid implementation and good control; (2) the teaching

field requires theoretical knowledge about education and teaching; and (3) the education sector requires a long period of education and training, starting from basic education to teacher training. It was also explained that professional teachers have characteristics, including: extensive knowledge in the field they are involved in, abilities and skills in carrying out their work in accordance with their field, character or personality that makes them respected, proud and accepted by society. their clients, and the ability to develop children.

According to Hanafi as quoted in Azizah based on the explanation above, it is clear that the presence of teachers who are professional, have abilities such as mastering knowledge in their field and have a positive attitude, is one of the factors that supports efforts to form quality students in the process of providing education. School activity. This can be accepted anywhere, and is able to improve the quality of students and implement it in real life (Azizah, 2021).

Conceptually, teachers as professionals must meet certain competency standards in order to be able to carry out their responsibilities and authority competently, but the real situation in the field is still very worrying both in terms of quantity, quality and professionalism of teachers. Our situation is increasingly complicated by a number of concerns that have emerged in the global era. Teachers from the pre-digital era have difficulty communicating effectively with children or students in the digital era. Their learning habits and methods are, of course, very different from those of their instructors and parents. This often makes both parties, children on the one hand and instructors and parents on the other, annoyed because there is a gap between students and teachers. According to Lince as quoted in Susanti, to face all developments in the era of the industrial revolution, such as social developments, information technology and culture, all of which influence students' thinking styles, strategies are needed to increase teacher professionalism in order to produce teachers who are truly professional and professional. can face global challenges in education. Teachers are responsible for developing students' personalities and transmitting knowledge during the teaching and learning process. According to Ahmad in Susanti, teachers must design a learning process that encourages students to learn efficiently and dynamically in order to fulfill and achieve the goals that have been set (Susanti, 2019).

Advances in science and technology will increasingly bring changes to various aspects of human life, resulting in changes in cultural and religious values in human life. This is a difficulty that must be anticipated as early as possible so that existing problems do not become threats, but instead become attractive opportunities. Teachers should continue to innovate and expand their imaginations so that students are passionate about

the learning process and are able to utilize information technology in such a way that learning is fun and not limited by time and space.

According to Bates in Miarso in Susanti, if used effectively for education, technology can improve quality and reach. To create an ideal learning process which is the goal and direction of teacher professional development, the government's main priority must also be on facilities and assistance. With many expectations for professionalism, teachers must be open to the difficulties of globalization (Susanti, 2019).

The challenges described above are the main reasons why professionalism is required from a teacher. Therefore, strengthening the teaching profession is an important prerequisite for the progress of a nation; improving the quality of educators will also contribute to improving the quality of education both in terms of process and results (Ratnasari in Yuliyanti, 2022). So why are teachers required to have professional competence even though they cannot educate students unless they have professional competence? Teacher professional competence is a fundamental ability that a teacher must have, which includes knowledge of studying and studying human behavior, knowledge and mastery of the field in which he is trained, the right attitude towards himself, the school and his field of study, and engineering. teaching skills.

So a teacher must have this basic capacity; otherwise they cannot be called teachers because they lack professional teaching competence. A professional teacher must have broad and in-depth mastery of learning material, which includes mastery of school subject curriculum material and the scientific substance surrounding that material, as well as mastery of scientific structure and methodology.

CONCLUSIONS AND SUGGESTION

Teacher professionalism is one of the main factors that determines the quality of education, because the role of a teacher determines the success or failure of a learning process which will affect the student's future. The quality of education and teacher professionalism are closely related, especially in efforts to achieve educational goals. Teachers must have professional qualifications that are intertwined with the learning process carried out by the teacher in order to be able to educate students optimally. The components that a teacher must have to be called a professional teacher are professional, pedagogical, social and personality competencies. The professionalism of a teacher is the answer to all the challenges that exist in the world of education, this is the reason why

every effort continues to be made to improve the professionalism of a teacher. Therefore, breakthroughs or innovations are needed to continue to increase the degree of professionalism of teachers in Indonesia so that education in Indonesia can develop and compete with other countries.

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