



ELITE Journal



(Journal of English Language Teaching & Education)

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ELTE Journal is published twice a year in the months of February and September. It presents articles on the English Language Teaching and Education. The contents cover analysis, studies, application of theories reports, and material development.

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ELTE Journal invites articles that have never been published before anywhere else. Manuscripts should be type-written, one and a half-spaced on quarto (A4) sized paper 9 - 20 pages in length; preferably on a standard floppy diskette with one hard copy. The article format should comply with the standard form of scientific writing. Articles will be reviewed by the Editors and/or Subjects Reviewers. The Editors reserve the right to edit articles for format consistency without altering the substance.

Preface

Welcome to the Journal of English Language Teaching and Education (ELTE Journal) Volume: 6 Number 1, February 2018. This journal presents some articles on the English Language Teaching and Education. This journal is intended to provide a platform both for established and early-career researchers. ELTE Journal provides a high profile, for academics, professionals, educators, practitioners and students in the field to contribute and disseminate innovative new work on language teaching and education. The contents included analysis, studies, application of theories reports from Teachers of English both Junior and Senior High School teachers, lecturers and students of Graduate Program PGRI University of Palembang.

The journal is published twice a year and accepts research papers and forum articles from the fields of English Language Teaching and Education. ELTE Journal invites original, previously unpublished, research and survey articles, on both practical and theoretical aspects of language learning and teaching as well as research. Research papers and forum articles are all subject to peer review before being accepted for inclusion.

For this edition, February 2018, the editors received 12 articles from the teachers, lecturers and students not only from Graduate Program PGRI University of Palembang but also from other schools, and universities. But there are only 8 articles are selected and published in this edition. Furthermore, in selecting the articles for this volume, the reviewers analyzed and selected them based on the requirements for journal writing.

Finally, the editors would like to thank several people and parties for their help, support and contribution. Any constructive comment, suggestion, criticism and contributions for future editions are welcome.

Editors

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The Teacher Professionalism: Qualifications Contribute to be a Professional Teacher

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Abstract

Qualifications and certifications are needed to be considered for professional teachers. Hence new initiatives (policy) are regularly taken to further strengthen the professionalism of teachers. These initiatives are chiefly directed to the profession – the status, respect, and much less to the inside of teaching process – the attitudes and actions of individual teachers in their daily teaching practice. The pedagogical and didactic theories should be put together for professional development in promoting learning in the classroom. This paper aims to systematically find out the qualifications required essentially by teachers to successfully perform their pedagogical and didactic duties competently and professionally; what makes up their personal professionalism. The paper also will try to verify the conclusions reached in related literature regarding a holistic approach to make up the profile of a “good teacher” and hopefully it can contribute to a systematic and analytical description of professional knowledge required for the successful performance of a professional teacher.

Keywords: *qualifications, professional, teachers*

Introduction

Teachers have an important role in pupil academic achievement. The qualified teachers are a major determinant of student achievement (Darling-Hammond, 2000, OECD, 2001). The ability of education and training systems to respond to growing expectation from the society for a better education for their people depends on whether teachers have the ability to deliver the educational content in ways that meet this growing expectation (OECD, 2001). It is quite common to find that the focus of educational policy makers is to increase teachers' quality. This will ensure that teachers' qualification is adequate while at the same time improving the teachers' professionalism and working conditions. Teachers also play an important role in teaching and learning process to improved student outcomes although many factors contribute to their success (Rivkin, Hanushek, & Kain, 2006). The students learning achievement depends on the readiness of teachers to do learning activities which are supported by teacher's knowledge and skills, attitude and practice. That is why most of the

literatures require a teacher to possess good competences and performance, involve in professional development actively, engage knowledge with the current issues, conduct the tasks ethically, and show commitment or responsibility in teaching practice at school. Frequent public calls are made for professionalism, but many teachers are called on to work in conditions that hardly encourage them to see themselves as professionals.

Though some teachers have qualifications, the experience of others has been the opposite. Many still do not have the most basic competence aspects – pedagogical, social, individual, and profesional. In this context there is at least no contradiction between the need of the nation and the need of its learners for a body of competent teachers, professionally equipped to educate Indonesian teachers, confident of what their roles entail, and secure in the self-esteem that comes from knowing what, why, and how to do what they do well.

Frequently, in the media today that the role of teachers is crucial to the reconstruction of education, and even to Indonesia's survival in a competitive global economy. While the Indonesian economy has performed relatively well in terms of labour productivity, it is projected that if current Growth Development Projects (GDP) growth rates continue, the demand for semi-skilled and skilled workers will double from 55 million to 113 million by 2030 (McKinsey 2012). However, evidence from the International Labour Organisation (ILO 2013) indicates school-to-work transitions remain difficult, with youth unemployment rates fluctuating between 20-32% over 2000-2011 and evidence of youth underemployment.

Theoretical Framework

Improvements in education quality

Improving education outcomes is a massive challenge in Indonesia, a vast, diverse country that is the fourth most populous in the world, with roughly 55 million students, 3 million teachers and 236,000 schools (MoEC 2013). Despite this, over the past decade, Indonesia has improved education quality, alongside gains in access to primary and junior secondary education.

Despite reform efforts and notable improvements in Programme for International Student Assessment (PISA) and Progress in International Reading Literacy Study (PIRLS) reading results, there are still significant improvements

needed in terms of education quality and equity of resource distribution, access and outcomes (OECD 2013). Only one in four Indonesian students achieve the international benchmark in PISA mathematics assessments, with half gaining this in reading and fewer than four in ten students doing so in science (OECD 2013: 68, 196, 235). Recent reforms hold promise for improving education quality, but successfully implementing these policies nationwide remains a challenge.

Regional variations in enrolment and resource distribution are also a significant issue. Education outcomes are particularly lagging in parts of eastern Indonesia and over 2012-2013 there were 72 districts that still had net primary enrolment rates below 90%. There remain strong inequities in the distribution of teachers and resources across regions (OECD 2013).

To meet these rising demands and keep its competitive edge, it is important for Indonesia to more broadly address demand deficiencies, skill mismatches and long-term challenges related to education-to-employment transitions. Evidence drawn from surveys of labour demand and employer/employee skills surveys suggests there is a need to improve the quality of primary education and accompany this with an expansion of secondary enrolment so students can benefit from this additional training (Di Gropello et al. 2011).

Teachers' knowledge and skills are necessary to be refreshed and updated since science and technology are growing so fast and the high competitiveness of living in modern society. Without refreshing or updating teachers' knowledge and skills, teachers may not be able to attract students into learning engagement to provide students with appropriate hard and soft skills for competitive living in modern society. Recently, the Government of Indonesia has paid more attention to the quality of teachers. Based upon Teacher Law 2005, the Government of Indonesia stipulated a teacher as a profession. Teachers should meet the qualification of at least a 4-year Bachelor degree and have teaching certificates. Teachers with a Bachelor degree and teaching experience of at least 10 years may apply for teaching certificates by submitting a portfolio document to be assessed by a panel at a university.

Ministry of education regulations No. 10.2009 regulates some qualification and certification for teachers. A portfolio consists of a copy of the Bachelor certificates, teaching performance certificates issued by principals and supervisors, samples of teaching plans, and attendance evidence at seminars/ workshops/conferences.

If the portfolio meets the requirement, teachers pass and get teaching certificates, and then their salary is doubled. Otherwise teachers should take 90 hours of training and take examinations; a written test and performance test in the form of peer teaching. If teachers pass the written and performance test, teachers get teaching certificates, otherwise they repeat the examination.

The main challenge of the Indonesian nation is the capability to improve its human resources quality and education sector (Kemendiknas, 2010). Based on United Nation Development Program (UNDP) report in 2011, Indonesia is still in ranking 124 of 187 countries for human development index. Further, this organization identified that one challenge is the low level of Indonesian education which affect directly to society's quality and ability. Quality education must be supported by professional teachers to produce the people who have life skills and strong self-confidence to be competitor among other people in global life.

The efforts above also outlined in Indonesian constitution which guarantees to empower and to improve the quality of teachers continuously. It ensured the access for quality improvement and relevance, as well as good governance and accountability of teachers to face the challenges in local, national, and global level. The government of Indonesia also needs to foster Continuous Professional Development (CPD) to cope ongoing changes effectively to advance the quality of teachers. That is why, the opportunity to improve their professionalism through profession development is guaranteed by law (UUGD, 2005).

More treatments to construct their attitude and behavior such as policy and bureaucracy system are required to fulfill their needs in teaching. The authorities in education, the school supervisor and the principal also need to support them and to have reflection regularly in order to encourage their commitment, expertise, and inspiration in teaching. Toh et al. (2006) and Watt & Richardson (2008) believed that teacher's commitment and motivation are very significant to behavior of teacher.

Meanwhile, a research by Misbahuddin (2013) found that the factors inhibiting the development of teacher profession in Indonesia, namely; the lack of awareness of teachers in developing the profession continuously, felt had sufficient capacity so as not serious in the training, less benefit for the development of competence in teaching because the participants have irrelevant basic skills, and lack of attention from local government to the activities of

Teacher-Subject Forum or MGMP. In line with Nielsen's (1996) finding in Indonesia that some of participants in professional development are different with their basic knowledge which is resulting useless things for their competence development in teaching.

Improving Teacher Professionalism

In Indonesian context, teacher professionalism based on the national policy related to the ability of teachers in conducting their role and function and how they behave at school and in society context. The Law of Teachers and Lecturers No. 14 Year 2005 mandates teachers as professional educators with the primary task of educating, teaching guiding, directing, training, assessing, and evaluating students on early childhood education, formal education, primary education, and secondary education. The law required people who have talents, interests, vocation, and idealism; committed to improving the quality of education, faith, piety, and noble character; academic qualifications and educational background in accordance with its assignment; necessary competence in accordance with its duties; responsibility for the professionalism of the performance of duties; income determined in accordance with job performance; opportunity to develop in a sustainable manner with the professionalism of lifelong learning; guarantee of legal protection in carrying out the duties professionalism; and professional organization that authorize to regulate matters relating to the task of teacher professionalism.

Maister (1997) suggests that professionalism is not just knowledge of technology and management, but more of an attitude. Professional is more than a technician not only has high skills but own a behavior that required. Supriadi (1998) explains that to be professional a teacher is required to have five things: (1) teachers are committed to students and their learning, (2) teachers in-depth mastering the subjects and how to teach, (3) responsible to monitor student learning outcomes through various means of evaluation, (4) able to think systematically, and (5) teachers should be a part of the learning community within the profession.

The profession of teacher also has some rights in carrying out their professionalism as a responsibility to the profession, government, and public. In this case, teachers will be facilitated as public servicers to have maximum income

and good social welfare; get promotions and awards in accordance with duties and job performance; obtain protection in carrying out the duties and rights of intellectual property; the opportunity to improve competence; obtain and utilize the learning infrastructure to support the smooth professionalism of the task; have freedom in their assessments, have graduation, awards, and/or sanctions to students based on rules of education, teacher's code of ethic, legislation, and regulation, gain a sense of security and safety assurance in performing the tasks, have the freedom to associate in professional organizations; have the opportunity to play a role in determining educational policy, the opportunity to develop and improve the academic qualifications, competence, and training and professional development in the field.

Professional Development in Professionalizing Teachers

As mention above that in addition to the improving teachers' qualification and obligating certification, teachers need opportunity to involve in the professional development in order to maintain and grow up their knowledge, skills, and practice. The kinds of professional development have been made in Indonesia to improve teacher professionalism such as, PKG (*Pusat Kegiatan Guru* or Centre for Teacher Activity), KKG (*Kelompok Kerja Guru* or Teachers Working Group), and MGMP (*Musyawarah Guru Mata Pelajaran* or Forum of Teacher-subject) that allow teachers to share their experiences in solving the problem they face in teaching activities (Supriadi, 1998).

Teachers' Professional Characters

A study about general competency of many teachers in Indonesia reported by World Bank (2012) showed that their education attainment still lower than bachelor degree. The 2012 data of Indonesian Education Ministry indicate that just 487.488 (81.21%) of 600.374 teachers of senior high school hold bachelor degree or four-year diploma and the rest 112.888 (18.79%) still hold Diploma degree. The report also explains that teachers have low competency score test on subject knowledge, pedagogic skills, and general academic aptitude. The low level of teacher education attainment in current profession is the impact of prior recruitment conditions that require a high school degree and diploma degree to enter the profession (Bjork, 2003). It is the argued whether these qualifications

enough for teachers to own knowledge and skills to meet the need of students. The belief is argued by Rout (2007) that teacher education can help a lot the system of learning.

Formerly, Sudarminta (2000) had exposed the weaknesses of some teachers in the class room such as; (i) lack of mastery of the material being taught, (ii) mismatch between teachers' subject areas studied and taught, (iii) lack of effective ways of teaching and authority in front of students, (iv) low motivation and dedication to become a real educator, (v) lack of emotional maturity, independence of thought, and attitude determination of being educators, most teachers are still only serves as a teacher and not as an educator; (vi) relatively low intellectual level of students entering teacher candidates LPTKs (Institute of Personnel Procurement) compared to those entering the university.

The Characters of Professional Teachers

Generally, the teachers' practices focused on their effort to show their behavior and attitude in performing their duties and in helping students to achieve knowledge and skills for life. The professional practices are showed in improving pedagogic skills in teaching and seeking professional development activities which contributing to their professionalism. They performed good commitment and responsibility toward the students and profession.

Teachers need pedagogic competence in supporting the successful of teaching and learning effectively. Related to the practice of pedagogic traits as a part of professional behavior, teachers showed their management skills in designing the materials, strategies in communication, technique of evaluation to achieve the aims of curriculum. The ability of teachers in managing learning resources and learning activities required to be improved continuously. The skills on methodology and strategy are very helpful in creating active, creative, and joyful learning activities.

Analysis and Discussion

Teacher Professionalism Practice

Being a professional, teachers have to learn and sharpen some skills in achieving good outcomes for students. Having low pedagogic skills in teaching make teachers are difficult to sustain student attention in learning (Chapuis,

2003), to cater different students learning styles, and to engage into cognitive challenging and relevant curriculum (Kalantzis and Cope, 2003). It also involves how to develop strategies for sustaining and gaining the interest of students, enabling to learn in fully capabilities, and encouraging disaffected. How can teachers lead their students to mastery high order thinking skills, integrate or connect the knowledge, and involve the students actively in learning without pedagogic skills (Murdoch, 1998). That is why pedagogic competence needs to be recognized as broader talent and skills for the successful teaching and learning.

Teachers should be applying variety of learning activities. Each lesson topic needs multiple teaching strategies based on the content and objective to help into deeper comprehension, greater retention, and better achievement (Sternberg, 2006). A strategy is effective if it is suitable with the topic and the time available (Schooling et al., 2010). A good teacher must be able to see what kinds of activities will interest as they learn a concept or skill and improve student achievement (Jablon and Wilkinson, 2006). The best practices in managing the classroom with variety activities help teachers create conducive learning environments that motivate the involvement of students in learning actively. The teachers need to show a changing in their practice as they practiced in the observation findings. They need to improve teaching skills at all aspects. One of teachers' tasks is connecting the lesson content with daily life (Pettey-Taylor, 2004) as the technique in transferring the knowledge meaningful to students. Teachers also have to be familiar and skillful on ICT in facilitating the students' learning. This trait reminds teachers to equip students with life skills as a tool to earn a living.

Teachers also required practice of professional characters in behavior and attitude. Holtzman (2009) highlighted that teachers have to reflect their knowledge, enthusiasm, and responsible to create the desire learning environment. Nevertheless, the teachers who taught at schools in surveyed area mostly practice the professional behavior and attitude well. Behavior and attitude are two characteristics of professional teachers in developing stronger sense of professionalism (Kramer, 2003).

In daily life, teachers are imitated (*ditiru*) and replicated (*digugu*). It is reasonable why teachers must demonstrate and promote positive values,

attitudes and behavior that they expect from pupils. Some exemplary behavior and attitude such as flexibility to students, humorist, patience, fair, enthusiasm, care, and interest contribute to the effectiveness of teaching (Malikow, 2005; Liakopoulou, 2011). In other words, they must act as role models in the classroom. Teachers behave as moral educators at schools and contribute in promoting values thorough different subjects in the curriculum. Teachers are expected to display good characters because they are influential actors in the lives of students (Silver et al., 2005). Public still suppose teachers to transmit the values of such as honesty and fairness, and to adhere to professional ethic of conduct. The exemplary teachers in behavior and attitude has wisdom to know right from wrong, trustworthy, honest, fair, responsible and respectful, admit weaknesses and learn from mistakes, and commit to live on these principles forever. Teachers' character can be seen on how they treat and teach students (Lumpkin, 2008). By showing positive behavior and attitude, teachers play an essential role in assisting students learning and pertaining moral-reasoning process.

Professionalism closely related to the quality practice of a profession where the aspects of demography such as gender, age, years of experience, and education professional qualification can be considered. Education professional qualification is significantly different with practice of professional characters. It is relevant with the assumption that the more study the more knowledge and lead to be better in attitude, behavior, and performance in increasing student achievement.

Supporting Factors for Teacher Professionalism

Discussing the kinds of supporting factors for teaching profession, it links with the policies of Indonesia government as the basis of implementation and practice in education system. Related to the school system Supports, firstly, principal, teachers, staffs and students' parents stated their commitment in the form of visions, policies, plans, and actions for long-term teachers' professional development and short-term crisis management. Secondly, they did distributing the task and responsibility to organize school programs to strength commitment, maximizing the role of supervisors in assisting teachers to promote teaching practice, and providing necessary teaching resources to achieve instructional

goals. The third, high quality education is determined by many factors and indicators such as budget (financial), the means of education and learning (infrastructure), and the full support of government institutions (executive and legislative) to pick the assets of the nation's education future (Rafiuddin, 2010).

The Government Support on Teacher Professionalism

Developing and creating professional teachers are complicated where many aspects should be considered. The government as main stakeholder is responsible to formulate a policy that supporting the growing of teacher professionalism. Teachers have rights to get facilities, securities, and opportunities to keep their profession. They are supported to get access for continuous learning through in-service training, higher education, and prepare various learning activities independently. They need sufficient budget for teaching activities and raising their welfare to keep the consistency on duties at school. The assurance of career guidance creates secure life for teachers.

In reality, the balancing of priority between the needs and financial allocation to fulfill the infrastructures are still inconsistency. The financial is dominantly spend for salary compared to the learning needs in the classroom like full furnished and representative building with good safety standard.

Stake Holder Policy

The government of Indonesia entered the new era in education by launching the law for teachers and lecturers No. 14/2005. Teachers expected so much a new perspective from their status and welfare as professional in their field. Related to professional status, the government encourages fulfilling the standard of education qualification, competences, certification, and health. Some policies and regulations delivered by government related to teacher and professionalism namely: Government Regulation No. 74 2008, regarding Teachers point 65 b, Ministry regulation No. 10 2009 regarding to teacher certification, Indonesian Law No. 20 2003, article 61 regarding to national education systems, Teacher Laws No. 14. 2005 regarding to teacher personels, Ministry regulation No. 18. 2007, about teacher certification supported by government regulation No. 74. 2008.

Financial Support

In education system, the central and local governments must provide a budget for welfare, improvement of academic qualification, certification of teachers for in-service teacher education, and tools for teaching and learning process (Rowden, 2011). Except the government, public investment in education system should be opened in financing education include hiring well-trained and well-paid teachers and administrators (Action Aid, 2005; Oxfam, 2003; UNATU, 2010). Then, financial support in professional development, school-based in-service training and other link training and upgrading used as strategies in developing human resource according to a career-path structure. Thus, the successful of the allocation of each segment such as salary or incentive and procurement of goods and services is done to make sure the process of activity run well.

Moral Support

In line with the harder of teachers' duty and responsibility, all sides required to keep the stability of teachers' moral and emotion. According to Acker (1992) and Blackmore (1996) stated that political condition offered two choices on teachers namely caring more or more difficult. Get promotions and awards in accordance with the duties and job performance; obtain protection in carrying out the duties and rights of intellectual property; get the opportunity to improve competence; obtain a sense of security and safety assurance in performing the task; have freedom to associate in professional organization; have the opportunity to play a role in determining education policy. Moral support constructs teacher motivation as Tittle (2006) and Boyd et al. (2003) concluded that motivation is important in teachers learning, attract, and sustain their involvement in high dose. Teacher will never excite since the award given is still not promising and providing prestigious for anyone who involved in the education process. This is in line with some evidences that higher salaries and incentives influence the quality of teachers (Wilson, 2009) stressed that rewards or incentives influence to do better on a job, raise a sense of commitment, and useful to improve performance.

Infrastructure Support

Facilities and infrastructure of the school is a learning resource center of students that determining the success in learning process, and in improving the quality of education. Khan and Iqbal (2012) found out that physical facilities help teachers and students to have effective teaching and learning process. Procurement of reference books, laboratory equipments, ICT and other teaching resources by the central government was addressed and propagated to meet the demands of curriculum. Inadequate facilities significantly influence curriculum target and learning outcomes (Lyon, 2012 and Wilm, 2000).

Conclusions

Related to the concept of professionalism and professional development activities. It can be concluded that as professional teachers, they evinced to have exemplary behavior and attitude as characters outside and inside of the classroom among the students and colleagues. Toward the profession, the characters encourage in exhibiting their commitment and responsibility to do self improvement as real contribution for students learning. However, establishing an appropriate system of standards can help all teachers work towards both high standards and the same professional status.

Other efforts to bring teacher achieved professional status and effective professional learning activities are supporting with accountability bureaucratic system of local and central government through the policy of welfare and facilities based on their needs. The qualification instruments (Indonesian acts, Laws, government policy, teachers competency programs) are considered essential for teachers' work to confirm their holistic approach to the job and the qualifications that make them profesional. Teachers seem to believe that their effectiveness cannot only be secured through the acquisition of knowledge and skills, but that it also depends on their personality. This leads to the conclusion that profesionalism cannot only be dealt with by means of individual personality traits, but also with the help of the qualification instruments (Indonesian acts, Laws, government policy, teachers competency programs).

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