

Requirements for Professional Teachers and Professional Teachers as Communicators and Facilitators

Sri Wahyu Hidayati ¹, Abdul Alimun Utama ^{2*}

¹ Fakultas Psikologi dan Humaniora, Universitas Teknologi Sumbawa, Indonesia

Email : abdulaliemun87@gmail.com

Abstract

Teaching is a very noble profession, because with teachers many people are successful. Although the teacher is only a teacher, he is able to produce successful people beyond himself. To become a professional teacher, a teacher must have the ability to be worthy of being a teacher. This research aims to find out the competencies as a condition for becoming a Professional Teacher. This study uses a qualitative approach to explore visual objects. This type of research is in the form of literature research, with the aim of finding out in a real and specific way about the phenomena that occur in society. So that the data described by the author can be accounted for academically. The methods used in this writing are as follows: Library Research (Library Approach) and Field Research (Field Research) Based on these results, it is recommended to the author to strengthen the requirements of professional teachers and professor teachers as communicators and facilitators.

Keywords: Professional Teachers, Communicators and Facilitators

INTRODUCTION

Judging from the purpose of education, it is only to improve human dignity, throughout life, which is carried out in the family, school and community environment. Because the sustainability of education is a shared responsibility between family, community and government. As for the process of achieving an educational goal, it needs to be managed in an integrated, harmonious system, so that the educational goal can be achieved as desired or expected by humans themselves.

Teaching is a very noble profession, because with teachers many people are successful. Even though the teacher is only a teacher, he is able to produce successful people more than himself. To become a professional teacher, a teacher must have the skills worthy of being a teacher.

Several components of society are happy, especially teachers, with the passing of Law no. 14 of 2005 concerning Teachers and Lecturers. Because this law provides an illustration of the direction of a new paradigm in the world of education. For teachers, give special attention and protection to their quality and welfare. In the world of education, the consideration for passing this law is to improve the quality of teachers in order to guarantee an increase in the quality of education. It is this hope of improving the quality and welfare of

teachers that makes people hope for an increase in the quality of education through the Law on Teachers and Lecturers.

It should be understood that this law does not merely provide welfare for teachers. Article 16 Law no. 14 of 2005 concerning Teachers and Lecturers states that teachers who have an educational certificate are entitled to a professional allowance of one time their basic salary. Apart from that, Law no. 14 of 2005 concerning Teachers and Lecturers is part of the overall education policy. The ultimate goal of Law no. 14 of 2005 concerning Teachers and Lecturers is to improve the quality of education, not stop at improving teacher welfare. The quality and welfare of teachers will increase, with the hope that the quality of education will also increase. Therefore, Law no. 14 of 2005 concerning Teachers and Lecturers aims to guarantee improvements in the quality of teachers while improving the quality of education.

Improving teacher quality as mandated by Law no. 14 of 2005 concerning Teachers and Lecturers, carried out through a certification process. The certification process is a guarantee of the components of academic qualifications and competence as a learning agent. Article 8 Law no. 14 of 2005 concerning Teachers and Lecturers requires teachers to have the required academic qualifications and

competencies. After the qualification and competency requirements are met, an educator certificate is given which is called a professional teacher, and attached to it is a professional allowance.

In connection with the specifications above, a common thread can be drawn that on the shoulders of teachers there is a heavy and increasingly challenging burden, the work of teachers is very complex and will become more complex with the progress of the population and the development of Science and Technology, so it is only natural that each teacher given full guarantees so that he can live up to his rights as a professional teacher.

For teachers, it is time to improve their abilities, in line with the increasing public appreciation for the teaching profession. Especially after teacher certification, either through portfolio assessment or professional teacher education.

RESEARCH METHOD

This research uses a qualitative approach to explore visual objects in the study area which, according to the views of local residents, have certain signs or symbols. Meanwhile, in preparing the author, he used a type of research in the form of library research, with the aim of finding out real and specific phenomena that occur in society. In order for the data that the author describes to be academically accountable, a certain method is needed in conducting research.

With this method, it is hoped that research will be more focused and easier to study. The method used in this writing is as follows:

- a. *Research Library* (Library Approach) So that this research does not deviate far from existing theories and to obtain secondary data to complement the data that is already available, in this library research the author uses several literatures in the form of books, journals and other library materials related to writing. I.
- b. *Field Research* (Field Research) This type of research is social research carried out by researchers in the field (field research) using qualitative descriptive analysis

methods. This qualitative research aims to understand the phenomena experienced by research subjects, for example behavior, perceptions, motivations and actions (Utama, 2023: 604)

RESULTS AND DISCUSSION

A. Requirements for Professional Teachers.

The components of basic teacher competency as contained in the Teacher and Lecturer Law do not only consist of mastering the material and conveying it to students. However, it requires a lot of thought, training, hard work and loyalty in carrying out one's professional duties as an educator. If teachers must have these components, it is very reasonable to be given a professional allowance equivalent to one time their basic salary. The certification process is of course carried out with a comprehensive assessment mechanism. Because if it is related to the consideration of the passing of the Teacher and Lecturer Law, it cannot be separated from improving the quality of education through the implementation of learning. With the aim of increasing the quality and welfare of teachers, this will have an impact on improving the quality of learning.

Teacher competence as described in article 10 paragraph 1 of the Teacher and Lecturer Law concerns pedagogical competence, personal competence, social competence and professional competence. Pedagogical competence concerns the ability to manage learning. Personal competency concerns a personality that is stable, has noble character, is wise, authoritative, and is a role model for students. Professional competency concerns broad and in-depth mastery of subject matter. Social competence concerns the teacher's ability to communicate and interact with students, fellow teachers, parents and the community. These competency elements are the benchmarks that teachers must possess to become professional teachers

according to the prospective Teacher and Lecturer Law.

1. Pedagogical Competence.

Pedagogical competence is the teacher's ability to manage student learning which at least includes:

- a. Understanding the insight or foundation of education
- b. Understanding of students
- c. Curriculum or syllabus development
- d. Learning planning
- e. Implementation of educational and logical learning
- f. Utilization of learning technology
- g. Learning evaluation
- h. Development of students to actualize the various potentials they have (PP 74 of 2008, article 3 paragraph 4)

2. Personality Competencies

Personality Competency at least includes a personality that:

- a. Have faith and piety
- b. Have noble character
- c. Wise and prudent
- d. Democracy
- e. Excellent
- f. Authoritative
- g. Stable
- h. Mature
- i. Honest
- j. Sportsmanship
- k. Be a role model for students and society
- l. Objectively evaluate one's own performance
- m. Develop yourself independently and sustainably. (PP 74 of 2008 article 3 paragraph 4)

3. Social Competence

Social Competence is the teacher's ability as part of society which at least includes the competency to:

- a. Communicate verbally, in writing, and/or in signs politely
- b. Using communication and information technology functionally

c. Communicate effectively with students, fellow educators, education staff, educational unit leaders, parents or guardians of students

d. Communicate politely with the surrounding community by paying attention to applicable norms and value systems

e. Applying the principles of true brotherhood and the spirit of togetherness (PP 74 of 2008, article 3 paragraph 6)

4. Professional Competency

Professional Competency is the teacher's ability to master knowledge in the fields of science, technology and/or arts and culture that he/she holds, which at least includes mastery of:

- a. The subject matter is broad and in-depth in accordance with the program content standards of the educational unit, subject, and/or group of subjects that will be taught
- b. Concepts and methods of relevant scientific, technological or artistic disciplines, which conceptually cover or are coherent with the educational unit program, subject and/or group of subjects to be taught (PP 74 of 2008, article 3 paragraph 8)

B. Professional Teachers as

Communicators and Facilitators.

1. Teacher as Communicator.

Judging from the role of teachers in the classroom, they act as communicators, communicating lesson material in verbal and non-verbal forms. The message in verbal form is designed to be presented in several meetings, and implemented in accordance with competency standards, basic competencies, indicators, media, and in a time allocation that is appropriate to the load and content of the material.

Communication of subject matter is not limited to just inside the

classroom but is designed for outside the classroom, in the form of controlled and measurable tasks, both theoretical and practical material, so that the subject matter presented is more communicative. In the classroom the teacher explains, students ask questions, listen, on the other hand, the teacher gets information from the students, and answers students' questions and looks for solutions together, both parties (communicators) are active, and the more dominant role lies with the students or pupils. who is more active. At the end of the material presentation, the teacher carries out an evaluation to measure students' abilities regarding the material that has been communicated.

Learning communication can be carried out in interpersonal and small group communication. Interpersonal communication is carried out face to face, there is no unified opinion of experts about it, the principle is that there is interaction, the communicator and the communicant can participate, can see, hear, laugh with each other, so here the non-verbal message is in the form of Behavior has a very important influence, and can directly provide feedback, either intentionally or unintentionally. The content of communication is spontaneous; Interruptions can be made at any time. So the message from the learning material that has been designed in such a way gets enriched unintentionally from the nature of interpersonal communication, and the learning process is more relaxed, comfortable and enjoyable.

2. Teacher as facilitator.

The teacher as a facilitator has the role of facilitating students to learn optimally by using various strategies, methods, media and learning resources. In the learning process, students are the central point, students are more active, looking for and solving learning

problems, and teachers help students who encounter problems, have difficulty understanding and solving problems.

Learning can be done inside and outside the classroom. Learning outside the classroom is no less important than learning in the classroom, teachers can take students to the zoo, into the forest in Biology subjects to find out types of plants, types of animals, and so on. Likewise, teachers give assignments to students to learn through media and learning resources, look for answers to questions, or break down mistakes given by the teacher by using books, dictionaries which are often found in libraries, and students listen to radio broadcasts and record the contents of the news they receive. listen. Learning like this will be more meaningful for students, Ausubel (1969). Students can relate information and connect theories received in the classroom with reality in the field.

On the other hand, as a strengthening role for teachers to become professional teachers. So, the teacher is able to become a leader and an example for students.

In the role as a leader as in Firman et al, (2021:14) the teacher as a leader must have a leadership spirit in learning, so that he is able to carry out and control learning. Teachers can have authority, so they can motivate students and upgrade the quality of education and its results. Educators also view students as being able to succeed in learning and provide assistance in learning for students to be successful (Schunk, 2012:386).

Then, if the teacher acts as a role model, the teacher will become a role model for students, which will motivate students to be good as Islam is taught in the classroom. For example, students structure their time well, dress neatly, respect their parents

and teachers, such as doing assignments given by the teacher within the specified time while providing positive motivation, this will make students more obedient and appreciate time. This is in line with Mulyana's opinion (2011:45-17) that teachers have a role as role models, namely that good teachers must have good behavior because the behavior given by teachers at school always becomes a good example for their students.

CONCLUSION

The requirements to become a Professional Teacher must have four inherent competencies, namely: Pedagogical Competency, Personality Competency, Social Competency, Professional Competency

Teachers as communicators have characteristics: first, the teacher explains, students ask questions, listen, on the other hand, teachers get information from their students, second. Answering students' questions and finding solutions together, third. Both parties (communicators) are active, fourth. The more dominant role lies with the students (students who are more active), and fifth. At the end of the material presentation, the teacher carries out an evaluation to measure students' abilities regarding the material that has been communicated.

Teachers as communicators have the aim of designing lesson materials in such a way that they obtain unintentional enrichment from the nature of interpersonal communication, and the learning process is more relaxed, comfortable and enjoyable. Meanwhile, the role of the teacher as a communicator is that the teacher acts as a leader who will regulate the flow of communication.

Teachers as facilitators have characteristics, namely 1. Students as the central point, 2. Students who are more active, looking for and solving learning problems, 3. Teachers help students who encounter problems, have difficulty understanding and solving problems.

The teacher as a facilitator has a role in facilitating students to learn optimally by using various strategies, methods, media and learning resources. Meanwhile, the goal of the teacher as a facilitator is that the teacher guides students in following lessons, and helps and accompanies students in solving problems.

BIBLIOGRAPHY

- Deddy Mulyana, 2011. *Ilmu Komunikasi*. Bandung: PT. Rosdakarya.
- M. Firman1, Ika Ratih Sulistiani, Moh. Eko Nasrulloh, 2021, *Peran Guru Sebagai Komunikator dan Fasilitator Dalam Proses Pembelajaran Pendidikan Agama Islam Smp Muhammadiyah 06 Dau Malang*. VICRATINA: Jurnal Pendidikan Islam Volume 6 Nomor 6 Tahun 2021 e-ISSN: 2087-0678X
- PP No. 74 Tahun 2008 tentang Guru
- Schunk, Dale. H. 2012. *Learning Theories: An Educational Perspectives, 6th Edition*. New York: Pearson Education Inc. Sulistiani, I. R. (2019). Literasi Matematik
- Usman, Uzer Moh. 1994. *Menjadi Guru Profesional*. Bandung: Remaja Rosdakarya Offset.
- Utama, Abdul Alimun, Junaidi, 2023. *Akulturas Islam dan Budaya Dalam Tradisi Perkawinan Pada Masyarakat Sumbawa Nusa Tenggara Barat*. Jurnal Ilmu Sosial dan Pendidikan (JISIP) Vol. 7 No. 1 Januari 2023. DOI:10.58258/jisip.v7i1.4508/http://ejournal.mandalanursa.org/index.php/JISIP/index
- UU No.14 Tahun 2005 tentang Guru dan Dosen
- Yamin, Martinis. 2006. *Profesionalisme Guru & Implementasi Kurikulum berbasis Kompetensi*. Jakarta: Gaung Persada Press.