



THE ROLE OF THE TEACHER'S PROFESSION IN EDUCATION

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Abstract

The need for education is something that is inevitable at every stage of the history of human civilization. Education has an important role in improving the quality of human resources. Educational institutions are required to be able to keep up with the increasingly rapid developments in science and technology. Much special attention is directed to the development and progress of education in order to improve the quality and quality of education. Quality education will produce quality human resources as well. Practically, this reality shows that education in Indonesia is currently experiencing many challenges and problems, and educational reform should be carried out. Due to the pace and guidance of the times, the Indonesian nation will not be run over due to its helplessness. Therefore, the government must guarantee an increase in the quality of Indonesian education. The purpose of this study is to find out that the teaching profession is the most important role in education. This study uses a descriptive qualitative method by taking notes because the data source was obtained by listening to the oral narrative from Dasiem Budimansyah's YouTube channel entitled "Teachers are the Most Important Component in Improving the Quality of Education" which he explained. The results of this study explain that the most important component in improving the quality of education is the quality of the teacher profession. Quality education will never be realized without teachers who are competent and managed efficiently so that their performance is professional. With the help of school leaders aimed at developing the leadership of teachers and other school personnel in achieving educational goals in the form of encouragement, guidance and opportunities for the growth of teachers' skills and abilities such as guidance and reform efforts in education and teaching. As well as learning organizational culture and training activities. To achieve its goals, this approach must be carried out in a directive, collaborative or non-directive manner, taking into account the level of conceptual maturity and commitment of a teacher.

Keywords : Role, Teacher Profession, and Education

Introduction

The need for education is something that is inevitable at every stage of the history of human civilization. Education has an important role in improving the quality of human resources. Educational institutions are required to be able to keep up with the increasingly rapid developments in science and technology. Much special attention is directed to the development and progress of education in order to improve the quality and quality of education. Quality education will produce quality human resources as well. Practically, this reality shows that education in Indonesia is currently experiencing many challenges and problems, and educational reform should be carried out. Due to the pace and guidance of the times, the Indonesian nation will not be run over due to its helplessness. Therefore, the government must guarantee an increase in the quality of Indonesian education. Article 31 of the 1945 Constitution in paragraph 1 states that every citizen has the right to education, in paragraph 2 states that every citizen is obliged to attend basic education, and the government is obliged to pay for it. Then, in Law of the

Republic of Indonesia Number 39 of 1999 concerning Human Rights, it is stated that humans as creatures created by God Almighty who carry out the task of managing and maintaining the universe with full piety and responsibility for the welfare of mankind, are given the rights of their creator. Principles to guarantee the existence of the essence and dignity of one's self and the harmony of one's environment. The distribution of education carried out in various regions of Indonesia has various obstacles in implementing it. This problem is caused by remote rural areas and far from urban areas in accessing educational services which are still not evenly distributed (Takariani, 2013). If seen, Indonesian education experiences ups and downs, where currently various kinds of educational problems in Indonesia are the biggest challenges in realizing quality education. This problem is the biggest factor in the low quality of education in Indonesia today. This certainly needs to be a special concern for the Indonesian people. The reason is, the quality of the people produced is very dependent on the quality of education itself. These problems are divided into two parts, where problems are in the macro scope and problems in the micro scope. Educational problems in the macro scope, namely a curriculum that is confusing and too complex; unequal education; teacher placement problems; low quality of teachers; expensive education costs. In the micro scope, namely monotonous learning methods; inadequate facilities and infrastructure; and low student achievement. The author is interested in compiling this scientific article and embedding "The Role of the Teaching Profession in Education" so that education in Indonesia can be improved through professional teachers.

Research Methodology

The approach used by researchers in this study is a descriptive qualitative approach. Qualitative research is research that is descriptive and analytical in nature. Descriptive in qualitative research means describing and describing the events, phenomena and social situations being studied. Analysis means interpreting, interpreting and comparing research data. Qualitative research seeks to discover and describe narratively the activities carried out and the impact of the actions taken on their lives. The method used in this research is the listening method because the data source is obtained by listening to language use.

Result & Discussion

Education in Indonesia

Education in Indonesia is still categorized as unsuccessful, although the expansion of access to education for the community is considered to have increased quite significantly. Indonesia has currently designed a 15 year education reform program since 2002. The quality of education in Indonesia is said to be still low because it is reflected in the highest ranking compared to other countries, namely regarding cases of illiteracy. 15% of children aged 15 years are illiterate, compared to other countries where only less than 10% are illiterate. In terms of access to education, the number of students who are now able to attend school has increased quite significantly. This increase in access is carried out by increasing financing, increasing the participation of local actors in education governance, increasing accountability and teacher quality, and ensuring student readiness, but these results have not been able to improve the quality of education in Indonesia. Therefore, the government needs to expand access to education that is more equitable and in line with international education standards. When compared with other developed countries, the quality of education in Indonesia is still relatively low, because it has not yet reached maximum quality, and previous learning goals have not been achieved. This is due to limitations in adapting to developments in science and technology, as well as social, economic, cultural and societal developments. Therefore, it is necessary to ensure equal distribution of education in Indonesia, such as adequate facilities and infrastructure, for example, in remote villages they are far behind compared to children who come from cities. If there is no equal distribution of facilities, means and infrastructure in the education or teaching and learning process, it will have an impact on student learning achievement, which can reduce students' interest and enthusiasm for learning, so that the potential possessed by these students is not channeled and developed as it should be. Factors causing the low quality of education in Indonesia: 1) education system factors. 2) curriculum factors change. 3) educator competency factor. 4) insufficient availability of education funds and inappropriate allocation of use of funds. 5) Indonesia's geographical conditions vary.

Studies in many countries show that the most important component in improving the quality of education is the quality of the teaching profession. This is at least shown in the expressions of two well-known researchers, namely: "the quality of education cannot exceed the quality of teachers" and "educational change depends on what teachers do and think. The expressions of these two researchers increasingly give confidence that the quality of education will never be realized without teachers who are competent and managed efficiently so that their performance is professional. Many research results reveal that teachers who are less competent and have low performance are not entirely determined by teacher education. What is thought to have a much stronger impact is

teacher governance that is less effective and efficient and fragmented, starting from national, regional, and educational unit levels. The positive impact is that teacher welfare increases, work as a teacher is increasingly respected and recognized, and the existence of teachers in the eyes of society also has dignity. The positive impact of the teacher certification program which has been implemented in our country so far, after more than 15 years of implementing the teacher certification program, has not been evaluated using the acropass method and on a national scale. The existence of this evaluation results in a lack of comprehensive understanding as to whether this investment is effective in efforts to increase teacher competency and performance as well as student learning as a quality education administrator. On the other hand, test results can show from year to year that Indonesia is one of the countries with the lowest visa increase in the world. The world view states that literacy and numeracy are catalysts of learning ability, the meaning of this statement is what we need to understand. Unesco is of the view that learning ability as measured through indicators of literacy and numeracy is understood as a catalyst capable of slowly changing a nation from the poor.

Efforts to Improve the Quality of Education in Indonesia

The aim of educational supervision is to provide services and assistance to improve the quality of teacher teaching in the classroom which in turn improves the quality of student learning. The purpose of educational supervision is to include the following: (1) Helping teachers in developing the teaching and learning process (2) Assist teachers in translating the curriculum into teaching and learning language (3) Helping teachers develop school staff. Approaches that can be taken in an effort to improve the professionalism of teachers and supervisors include supervision techniques. Morphologically, supervision of the learning environment is part of the term. The term supervision comes from English which consists of two root words, namely super, which means "above", and visi, which means "to see." ", then overall supervision is defined as "watching and reviewing from above". With this understanding, supervision is defined as activities carried out by supervisors and school principals as officials whose position is above or higher than the teacher to see or supervise the teacher's work. Talking about the meaning of educational supervision, there are many offers from experts, which can be taken as reference material. This can be proven by the opinions of several experts. According to M. Ngali Purwanto in his book "Administration", it is clear that educational supervision is a coaching activity that is planned to help teachers and other school employees carry out their work effectively. According to Suharsini Arikunto, educational supervision is guidance given to all school staff, so that they can improve their ability to develop good teaching situations (Arikunto, 2004). With the help of school leaders aimed at developing the leadership of teachers and other school personnel in achieving educational goals in the form of encouragement, guidance and opportunities for the growth of teachers' skills and abilities such as guidance and reform efforts in education and teaching. As well as learning organizational culture and training activities. To achieve its goals, this approach must be carried out in a directive, collaborative or non-directive manner, taking into account the level of conceptual maturity and commitment of a teacher.

Conclusion

The quality of education is still relatively low compared to other neighboring countries. Education should develop in line with scientific, technological, social, cultural and economic developments. To overcome all of this, it is necessary to have professional development activities for a teacher in educating students so that the actual learning objectives can be achieved, and can improve the quality of education. With the help of school leaders aimed at developing the leadership of teachers and other school personnel in achieving educational goals in the form of encouragement, guidance and opportunities for the growth of teachers' skills and abilities such as guidance and reform efforts in education and teaching. As well as learning organizational culture and training activities. To achieve its goals, this approach must be carried out in a directive, collaborative or non-directive manner, taking into account the level of conceptual maturity and commitment of a teacher. As a result, the most important component in improving education is the quality of the teaching profession. This is at least shown in the expressions of two well-known researchers Michael Fullan & Kim, namely: "the quality of education cannot exceed the quality of teachers" and "educational change depends on what teachers do and think. The expressions of these two researchers increasingly give confidence that the quality of education does not will never be realized without teachers who are competent and managed efficiently so that their performance is professional.

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