
PROFESIONALISME GURU BAHASA INGGRIS: DARI SUARA GURU SEKOLAH MENENGAH ATAS DALAM KONTEKS INDONESIA

English Teacher Professionalism: Voice From Senior High School Teacher In Indonesian Context

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Abstrak

Penelitian ini bertujuan untuk melihat kualitas dasar dan aspek keprofesionalan guru bahasa Inggris di SMAN 4 Mandau. Penelitian ini menggunakan metode penelitian kualitatif dengan pendekatan langsung. Untuk penelitian ini, peneliti menggunakan teori Korkmazgil & Seferoğlu (2021). Data dikumpulkan dari 5 guru bahasa Inggris di SMAN 4 Mandau melalui wawancara semi-terstruktur. Analisis isi kualitatif (QCA) digunakan untuk menganalisis data wawancara ini. Hasil penelitian menunjukkan bahwa karakteristik seorang guru Bahasa Inggris profesional dapat dikelompokkan dalam empat aspek, yaitu sifat dan kebajikan pribadi yang meliputi cinta, kepedulian, kesabaran, fleksibel, aktif, inspirasional, moral yang baik, low profile. pengetahuan mata pelajaran yang meliputi pengetahuan yang mendalam tentang konten, kemampuan bahasa Inggris yang baik, pengetahuan tentang target budaya, pengetahuan psikologis. Pengetahuan pedagogis yang meliputi pengetahuan tentang karakter siswa, kreatif dan adaptif, pengetahuan tentang teknologi. Pengembangan profesionalisme yang meliputi motivasi yang tinggi untuk terus belajar, up to date, mengikuti seminar dan melakukan penelitian. Dan guru bahasa Inggris di SMAN 4 Mandau menyebutkan cinta dan dedikasi untuk mengajar sebagai kualitas profesional dasar.

Kata Kunci:

Profesionalisme Guru

Profesionalisme Guru bahasa Inggris

Keywords:

Teacher professionalism

English teacher professionalism

Abstract

This study aims to look at the basic quality and professional aspects of English teachers at SMAN 4 Mandau. This study uses a qualitative research method with a direct approach. For this study, the researcher used the theory of Korkmazgil & Seferoğlu (2021). Data were collected from 5 English teachers at SMAN 4 Mandau through semi-structured interviews. Qualitative content analysis (QCA) was used to analyze the interview data. The results showed that the characteristics of a professional English teacher can be grouped into four aspects, namely personal traits and virtues which include love, caring, patience, flexibility, activeness, inspirational, good morals, low profile. subject knowledge which includes in-depth knowledge of the content, good English skills, knowledge of the target culture, psychological knowledge. Pedagogical knowledge which includes knowledge of student character, creative and adaptive, knowledge of technology. Professional development which includes high motivation to continue learning, being up to date, attending seminars and conducting research. And the English teacher at SMAN 4 Mandau mentions love and dedication to teaching as basic professional qualities.

INTRODUCTION

Many abilities and competencies are necessary to become a certified teacher. Teaching professionalism is highlighted in detail by Hurst and Reding (2009). These characteristics include reflecting on one's work, effectively communicating, and developing strong bonds with students, parents, colleagues, and administrators. A moral and ethical component can be found in teacher professionalism. Almost twenty years ago, Sockett (1993) listed the following characteristics of a professional teacher: character, dedication to change and continual growth, subject knowledge, pedagogical expertise, duties, and working connections outside of the classroom.

Actually, the concept of second language teacher preparation into two parts. The first type, sponsored professionalism, includes institutionally dictated concepts and procedures. While the second type of professionalism refers to instructors' own opinions about teaching and developing professionally in their practices. The abilities and competencies required of L2 instructors have been regularly questioned and altered by current conversations on some topics, including world Englishes, critical L2 teacher education, the reflective movement, and advancements in digital communication and technology. Any idea of pedagogically responsible teacher professionalism should be based on a dynamic process of interaction with developing social, political, and technological advancements (Leung, 2009).

Conceptualizations of language teaching skills and notions of teacher professionalism are intertwined. In this sense, language ability is a key component of a good teacher, especially in EFL settings. Language competence was identified as an important aspect of professional development (PD) and teachers wanted to increase their English language skills, according to several studies that surveyed EFL

teachers (British Council and TEPAV 2013; Taner 2017). A survey of 4172 English instructors working in public schools across Turkey, discovered that the characteristics of an effective language teacher typically included language competency, particularly oral English abilities and communication (Taner, 2017). This is also clear in the methods used to choose and evaluate teachers. Excellence in language proficiency is one of the fundamental professional qualifications that are important in the recruitment processes in higher education settings, according to (Akcan et al., 2016) in their study exploring the qualities and qualifications of EFL professionals through the lens of administrators.

As Stronge and Tucker (2000) argued, professional teachers, play the most significant roles in enhancing the quality of student learning. To be professional, the teacher needs to demonstrate professional teaching. Likewise, professional teaching completely associates with how the teacher exhibits professionalism. But, the typology of a professional teacher or professionalism has never been introduced by teachers themselves. Instead, scholars, consortiums, associations, and other organizations of related fields tend to have the power to define the term "teacher professionalism" and "professional teachers" in various ways. Such diverse definitions and components leave room for uncertainty about what teacher professionalism is. Also, the definitions tend to be broad rather than specific. Due to varying definitions and characteristics of teacher professionalism, paucity of voice, dearth of particular components of professionalism in specific content areas, and a limited amount of research on professionalism in teaching English as a foreign language (EFL) context.

The purpose of the research is to find out aspects of professionalism that participants think about the ideal EFL teacher exhibits and to provide an

empirical examination of professionalism from practicing EFL teachers' perspectives.

METHODOLOGY

Related to the research purpose, the researcher applied a qualitative approach with a direct approach as the research design in this study. A direct approach focused on exploring an aspect of English teachers' professionalism themselves who are asked to report their opinion. In this research, the researcher uses a direct approach because in this research the researcher would ask the participants directly.

Data were collected from 5 English teachers at SMAN 4 Mandau through semi-structured interviews. Qualitative content analysis (QCA) was used to analyze the interview data. The researcher listens to the recorded interviews with the participants carefully to understand the main theme. After that, the researcher made a transcript of the interview results. After making the transcript, the researcher read the data carefully to understand in depth the meaning of the respondents' answers. Then, the researcher explains the findings thoroughly so that the reader understands the responses of the participants. Finally, interpreting the interpretation is based on the connections, general aspects, and relationships of the data with the researcher's understanding. Therefore, the researcher concludes based on the description or understanding above about this phenomenon.

FINDING AND DISCUSSION

A. Aspects of English teacher Professionalism

In data analysis, the researcher intends to analyze an aspect of English teacher professionalism.

As professional teachers have some aspects, it can be explained:

I. Personal traits and virtues

Personal traits and virtues relate to attitudes, dispositions, or character traits that enable us to be and act in ways that develop this potential. Honesty, courage, compassion, generosity, fidelity, integrity, fairness, self-control, and prudence are all examples of personal virtues. Hence, a teacher is considered as someone with a marked personality and embedded with some positive attributes. Based on interviews with English teachers, researchers got the following information:

Teacher 1 :

"In my opinion, teachers must have the desire and passion in teaching, be patient, considerate, confident, active, and aware that teachers are role models. Therefore, it would be nice and teachers should have good attitudes and traits so that the students they teach can imitate and imitate these good behaviors. In other words, teachers must have good quality to make education more quality."

Teacher 1 explained that the English teacher must have the desire and passion for teaching, be patient, caring, confident, active, and be aware that the teacher is a role model. A teacher must have a passion for educating. If a teacher does not have a calling, then what happens is that the teacher is only used as a profession to make money, teaching is only to abort his professional obligations as a teacher.

Teacher 1 explained that the English teacher must have the desire and passion for teaching, be patient, caring, confident, active, and be aware that the teacher is a role model. In an interview with English teacher 2, teacher 2 said that the teacher must have character, because the teacher is nurtured and imitated, for example, discipline, patience, compassion,

and others. In an interview with English teacher 3, she said that the teacher must have the character of affection.

In an interview with English teacher 4, she expressed that the teacher must have a high sense of caring, a low profile, must have good ethics and morals, and a good relationship with their students. In an interview with English teacher 5, she told that the teacher must have a sense of love and passion for teaching, must care for their students, be patient, have good morals, and be an inspiration to students because teachers are role models in schools.

In the personal traits and virtues indicators, the English teacher does not mention conscientiousness, having well-developed social skills, empathy with students' struggles, being well organized, and having an active social life based on the theory.

2. Subject Knowledge

Subject knowledge refers to the knowledge, comprehension, and abilities that are unique to the overall course of study. Subject knowledge means that the teacher must master a certain field, for example, an English teacher must master English. From interviews conducted with teachers, researchers obtained the following information:

Teacher 1 :

“Teachers must have knowledge in teaching, how to identify students. So that the learning process goes well and the learning objectives are achieved”

In an interview with English teacher 1, she expressed that the teacher must have knowledge in teaching, and how to identify students. Being a teacher is not easy, it takes certain knowledge and skills to be able to support the success of the teaching and learning process that it does. Without the teaching skills of a teacher, it will be impossible for a teacher to carry out his duties properly. Teaching knowledge, for

example, an English teacher, must know about teaching English and have English skills.

A good understanding of the potential of students can provide an accurate picture of the uniqueness, strengths, weaknesses, and character of students, and can find out the potential students. This is very useful so that professional teachers can plan effective and efficient learning.

In an interview with English teacher 1, she stressed that the teacher must have knowledge in teaching, and how to identify students. In an interview with English teacher 2, she said that the teacher must have academic knowledge in their respective fields, for example, English teachers must be experts in English and psychological knowledge. In an interview with English teacher 3, she stressed that the teacher must have the in-depth content knowledge and knowledge of student character.

In an interview with English teacher 4, she said that the teacher must know the development of the language and course must have the expertise to speak English itself. In an interview with English teacher 5, she explained that the teacher must have English language skills, knowledge about the target culture, and in-depth knowledge of learning content.

In Subject knowledge, the English teacher does not mention being knowledgeable about several topics in general culture, which are relevant to young generations or which might occur in textbooks based on theory.

3. Pedagogical Knowledge

Pedagogical knowledge is the specialized information that teachers need to have to provide all students with the best possible teaching and learning settings. There is a study of the teaching and learning process, how to manage teaching and learning places, school organization, and teacher and student

interactions. Based on an interview with the English teacher, the researcher got the following information:

Teacher 1 :

“Teachers must know students' strengths and weaknesses, be open-minded, flexible, how to implement technology, and how to make students pay more attention in class. Because it is part of the integration of learning by English teachers.”

In an interview with English teacher 1, she stressed on the teacher must know the weaknesses and strengths of students, be open-minded, and flexible, how to implement technology, and how make students pay more attention in class. Not only knowledge about the character of students, but teachers must also be open-minded. Teachers who are open to students and have broad thoughts will be able to establish good communication with students. Open-minded means being willing to accept or consider ideas, thoughts, and understandings that are new and/or different from those already known.

To create effective English learning, teachers must be flexible. it means the teacher can adjust the situation. For example, when the classroom atmosphere is not conducive, the teacher must be able to think creatively so that the situation becomes normal.

Then, the learning process can be facilitated by the presence of technology in education. For example, the teacher can provide learning materials or assignments via email so that students can immediately complete and submit the assignment. If a teacher keeps up with technological developments, it will be easier to understand technological advances that are developing very quickly, on the contrary, teachers should not be technologically stuttering about advanced technological advances.

In an interview with English teacher 1, she said that the teacher must know the weaknesses and strengths of students, be open-minded, and flexible, how to implement technology, and how to make students pay more attention in class. In an interview with English teacher 2, she told that the teacher must know the methods of teaching methods, and how to implement technology.

In an interview with English teacher 3, she expressed that the teacher knows what students need, and weaknesses and teachers must also be more creative and adaptive. In an interview with English teacher 4, she said that the teacher must know appropriate learning methods, as teachers must be creative and up to date and integrate learning media and technology, teachers must also think out of the box.

In an interview with English teacher 5, she said that the teacher must be able to master the class, the teacher must be creative in transferring knowledge, the teacher must also be able to design lesson plans to meet the needs of students, teacher must also know the weaknesses and needs of their students.

In pedagogical knowledge, the English teacher does not mention grabbing the attention of the students by creating lessons that are fun, energetic, and engaging, having effective classroom management skills, and having intellectual and critical knowledge in various areas.

4. Professional development

To improve the teaching and learning process and guarantee student learning, professional development is seen as a crucial component. One of the pillars of professionalism and quality in teaching can also be said to be professional development. From interviews conducted with English teachers, the researcher obtained the following information:

Teacher 1 :

"In my opinion, by participating in the training, you should have a better motivation to learn and do some research. because to maintain the professionalism of teachers."

In an interview with English teacher 1, she responded English teachers should have a better motivation to learn, join the training and do some research. In learning activities, motivation is crucial because it fosters the spirit of learning, whereas a lack of drive will undermine the spirit of learning.

Professional development of an educator teacher is the increasing ability of teacher educators, both in knowledge, skills, and attitudes, which have an impact on improving the quality of service for teacher educators in students who continue to learn and feel dissatisfied with the existing knowledge. There are many activities that teacher educators can experience to develop professionalism, some of which are: joining the training and doing some research.

In an interview with English teacher 1, she expressed that the teacher should have a better motivation to learn, join the training and do some research. In an interview with English teacher 2, she said that the teacher must continue to study and learn, and also follow the development of existing science. In an interview with English teacher 3, she said that the teacher must follow the development of existing science to upgrade knowledge.

In an interview with English teacher 4, she explained that the teacher must continue to learn and seek knowledge from anywhere, for example conducting research, attending seminars, and always having to upgrade knowledge. In an interview with English teacher 5, she told that the teacher must have the motivation to continue to learn and upgrade knowledge, can do research, attend various seminars, and also have to be up to date. In professional

development indicators, the English teacher mentions all the characteristics of professional development.

B. Basic Qualities of a Professional Teacher

In this section, the researcher intends to analyze the basic qualities of professionalism. Based on the results of the interviews can explain that:

In an interview with English teacher 1, the researcher got the information that the English teacher must have good qualities including love, patience, confidence, and being active. The basic qualities of a teacher are very crucial for bringing out that effectiveness within themselves. In addition, English teachers must know students' character, be open-minded, can implement technology, and be aware that teachers are role models

To be a teacher with good quality, the teacher must also have managerial qualities, with flexibility in dealing with students in the classroom. Teachers as professionals must show quality good job with special skills which other professions do not have.

Basic qualities of the teaching profession have a specialization with a broad background of knowledge and in-depth special expertise following the ability in the field mastered, the teaching profession is a career that is fostered organizationally by understanding the autonomy of the position and the code of ethics of the teaching profession, having organizations that are following the profession, work following the wishes of serve as a teacher and be recognized by the community (Inayah, 2020).

Professional teachers were able to understand the situation by following the development of scientific knowledge and technology, especially in the era of globalization where education has been influenced by ICT. Professional teachers in the era of globalization must be able to take advantage of technology and information in the continuity of the learning process, to facilitate the learning process for

students to realize effectiveness and the quality of learning that can adapt to the era of globalization.

When teachers were asked about the qualities of a professional English teacher, the teachers referred to personal characteristics as the most important quality. Based on the results of the interview participants agreed on the need for several qualities such as love of teaching, patience, and

Personal traits and virtues	Subject knowledge	Pedagogical knowledge	Professional development
<ul style="list-style-type: none"> Love Passion for teaching Patient Caring Ethical and responsible Being joyful Active and enthusiastic Flexible Inspirational Having good morals Low profile Being aware of the fact that a teacher is a role model Having positive relationships with student 	<ul style="list-style-type: none"> • Have in-depth content knowledge • Have a good English proficiency • Know the target culture • Know the language development 	<ul style="list-style-type: none"> • Knowing their student (needs, strengths, and weaknesses) • Being creative • Adaptive and flexible • Integrating instructional media and technology • Making expert use of various instructional methods • Thinking out of the box 	<ul style="list-style-type: none"> • having the need for growth • Up to date • Having a motivation to learn • Doing research • Join the seminar • Engaging in continuous professional development

dedication as important characteristics to become a professional teacher. some of the characteristics of these professional teachers have been stated by Hamid (2017). For this category, the most essential qualities are found in the love and passion for teaching (Participant 5).

Furthermore, 4 of 5 teachers emphasize that a teacher must be devoted and dedicated because taking the time to get to know students personally takes a lot of time and dedication. Once a student believes that a teacher cares for them, their attitude toward learning and their teachers are more likely to change and they become more motivated to learn and participate in lessons.

Discussion

The findings in this study revealed that all participants generally have their perceptions about

English teacher professionalism. While it has been discussed that the definitions of professionalism vary, the EFL teachers in this study, surprisingly, expressed similar viewpoints. The meanings of professionalism mainly focused on personal traits, subject knowledge, pedagogic knowledge, and professional development. Korkmazgil & Seferolu (2021) noted professionalism is exhibited in many ways and encompasses knowledge, skills, attitudes, and behaviors. The definitions shared by the English teachers in this study are aligned with the former. They likely emphasized the quality of teaching with knowledge, skills, and values as the foundations of Professionalism. Hence, it can be assumed that, based on the participants’ beliefs, the concrete state of professionalism is expressed through the teacher’s intellectual, behavioral, and attitudinal qualities. Responding to the participants shared in discussions can be said to reflect these assumptions of professionalism.

Tabel I. Aspects of English teachers' professionalism.

CONCLUSION

In this research, it was found that four aspects of professionalism were conveyed by the English teacher in the interview that is personal traits and virtues, subject knowledge, pedagogical knowledge, and professional development. In this research, the teacher only conveys general things or it can be said that the English teacher is normative. Not all teachers convey aspects of professionalism based on theory. There are still many Personal traits and subject knowledge as well as pedagogic knowledge that have not been conveyed by the English teacher. The English teacher only conveys general knowledge and things Then, the basic qualities of professional teachers are found several qualities such as love of teaching, patience, and dedication as important characteristics become

professional teachers. The most essential qualities are found in the love and passion for teaching.

Suggestion

To have the criteria of a professional teacher, it is expected that the teacher has all aspects of professionalism. The researcher hopes this study can be useful for everybody who reads this research, especially the teacher, the students, and the next researcher. Then to improve and evaluate English teacher professionalism because professionalism can produce learning that is creative and fun. When teaching and managing teaching and learning activities, teachers are also free to determine and explore the methods, media, and learning strategies that will be used, for this reason, it is very necessary for teachers who have professionalism.

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