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## **21<sup>st</sup>-Century Teachers: The Students' Perspectives**

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### **Abstract**

The issues regarding the demands of creative, innovative, and professional teachers are certainly on the concern of stakeholders and practitioners in education. Substantial efforts were conducted by the government to meet the 21<sup>st</sup>-century teachers having the four competencies required for being a teacher and coping with the needs of modern education. A survey research was conducted to collect respondents' opinion as the main source of data to describe whether the 21<sup>st</sup>-century teachers are on the demands and to gain information that the students have a similar perception to teacher's competencies required by the government. Seventy-five questionnaires related to the competencies were given to students of English Education Study Program of 2013 to 2016. The questionnaires were aimed at collecting written information dealing with what the students perceived towards the activities implemented by teachers in the process of teaching and learning. The result of questionnaire analysis revealed that most students expected the 21<sup>st</sup>-century teachers to have skills in teaching and in connecting it with the development of today's technology and today's student characteristics. The data also showed that the students constructed the same characteristics of teacher's competencies required by the government regarding pedagogy, personality, sociality, and professionalism.

**Keywords:** 21<sup>st</sup>-century teachers, modern education, teacher's competencies

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Education has been a wide world to be a matter of discussion for a long time. The discussion interests broad brands of audience across subjects, schools, areas, countries, nations, and the world itself. The core of the discussion must have covered the teaching and learning matters of what is taught, what the goal is, how to achieve the goal, who is being taught, and who does the teaching. Plenty of the global issues has been emerged lately to place the teaching and learning process which is always in line with both the present needs and the power of technology. The global issues are around the emerge of global awareness; financial and economic, business, and entrepreneurial literacy; civic literacy; health literacy; and environmental concerns (AACTE & P21, 2010, p. 9). The technology issues will come in line with those core issues in 21<sup>st</sup>-century teaching and learning due to the cyber-world needs.

Also, according to AACTE and P21 (2010, p. 11), the teachers are crucial elements in doing the teaching and learning process, especially in modern education and in preparing 21<sup>st</sup>-century students to face big challenges of modern world. The teachers are the guarantees for assuring positive outcomes that the students will obtain and master after the process of teaching and learning have been done. The teachers are viewed as the core processors to process the input (the students) and then to produce successful and skillful students as the output of the process of learning. Hence, the teachers need to improve their skills in the content of subject matters, classroom management, and pedagogical knowledge to improve their students' achievements (Quint, 2011, p. 3). Remembering the essential roles of teachers nowadays, many concerns come to put the consideration on how teachers' quality can be improved regarding the nature of teachers itself and the future burdens as educators.

Teachers are appreciated, for a long time, to be good people who do humanity duty in creating good human for the future. Every process of teaching and learning does need the presence of a teacher. Up to the present era, being a teacher has been one of the wanted jobs for some people since there are so many vacancies are provided by the government, local and national, and certain private institutions. One of the big things that attract the popularity of being a teacher is a great amount of salary along with the facilities provided. The aim to guarantee the life of a teacher is to expect that teachers want-to-be and the in-service teachers can improve their competencies and skills to teach better (Suyanto & Jihad, 2013, p. 37). It shows that the present government takes better care for the national education although there are still many weaknesses of this program over the country. Every year, hundreds or even thousands of teachers join the government program called *Sertifikasi Guru* to get the appreciation of their profession in teaching. As long the teachers are tied with

the term of *Guru Bersertifikasi*, surely, they have more responsibilities in teaching also.

Being a teacher is an easy-complicated duty since the teachers are required to improve their skills to become better educators and the teachers need a great amount of patience to monitor the students and to manage the classes. The job of a teacher is not only to teach the subject matter and construct the learning activities in the classroom but also to prepare the students facing the real life after the process of their learning (Harwell, 2003, p. 6; Meer, 2016, p. 2). Teaching the subject matter is, perhaps, not very complicated things to do by the teachers since it is related to the teacher's background of education. In fact, mastering the subject matters is not 100 percent of what a teacher must have. Besides, being a teacher is the combination of transferring knowledge and of teaching good values to the students to be good and successful people in the future.

A big question comes to how a teacher can teach the life lessons (soft skills) including character building education, attitude, hardworking, resistance, confidence, technology mastering and life-long learning. Those kinds of soft skills becomes a focus in education for the teachers are believed to be able to control the pedagogical activities and the skills of the teachers to teach the soft skills are urgently needed for today's education (Mizel, 2010, p. 6; Suyanto, 2013, p. 186; Bruniges, 2015, p. 2). What a teacher can do to insert the values of good characters is to be a good, supporting, and motivating role model. The good characters cannot be taught as the person who teaches the values does not display good characteristics and behaviors. Since the government emerges the needs of inserting character building education in elementary and secondary education, firstly, the improvement of teachers' personality development should be put in stakeholder's main consideration.

To consider the pedagogical issues and character building issues, the teachers are required to have four competencies. Those are the competencies of pedagogy, personality, social relations, and professionalism according to government statements on the Acts No.14 (2005, p. 6) about Teachers and Lecturers. The teachers are required pedagogically to master the skill in managing the classroom and everything related to the teaching and learning process i.e. mastering the subject, designing the learning activities, implementing the activities, and assessing the students for the activities. Besides, the teachers are expected to give good role model of personality to the students in daily life interaction. Socially, the teachers are also expected to be good role model for the community, to easily adapt and to be communicative in dealing with students, students' parents, colleagues, and their social communities outside the schools.

Furthermore, the teachers have to be professionally sensitive towards the issues of education in global across subject matters and are able to relate the teaching to other subjects and to real life situation (Penn-Edwards, 2010, p. 50). Therefore, the competencies should always be developed by the teachers to be the 21<sup>st</sup>-century teachers so that they can cope with the needs of present students and the demands of present education. This is why teachers always have to enrich their knowledge and upgrade their sensitivities of what is happening globally that can be related to their teaching process and learning materials. Then, the next job of the teachers is to teach the students such "knowledge" and "sensitivities" at once.

Referring to the 21<sup>st</sup>-century teachers, the discussion then mainly comes to the high-tech era that gives big influences to every aspect of life, including the education sectors. The idea of bringing technology-based media and activities for the learning has been done since a decade ago considering good impacts of it. Modern education which is conducted in the 21st century must not exclude the technology in teaching and learning process (Bates, 2009, p. 3; P21, 2009, p. 4; Palmer, 2015, p. 4). Nowadays, having smartphones or other gadgets connected to the internet is coming so real. The needs of bringing smartphones inside the classroom are not abstract ideas anymore. The merits of the smartphones can help both teachers and students in broadening the scope of the subject matter being taught. However, the massive use of a smartphone or any other technologies aids can distract the purpose of learning and should be in appropriate portion, so the use of technology in the classroom does not disturb natural and direct interaction between teachers and their students.

Almost all the students are sensitive to the phenomena of "new things" around the world. It means they are more critical and broad-minded comparing to 20<sup>th</sup>-century students. Such circumstance requires open-minded teachers to facilitate more critical-thinking students. The teachers need to facilitate self-empowerment by broadening the knowledge and sense of betterment in teaching the students. Since the 21<sup>st</sup>-century students are easy to get bored, the teachers are challenged to provide attractive lesson teaching by using the aids of technologies. In this case, the 21<sup>st</sup>-century teachers need to be able to master in operating the high-tech facilities and in taking the advantages of the internet connection. Then, they have to bring the good of technology into the classroom to empower themselves and to create better activities of teaching and learning (Kariuki, 2009, p. 5; Bernhard, 2015, p. 6; Bruniges, 2015, p. 2). Although not all of good learning activities depend much on the presence of technology, the skill of the teachers to adapt that kind of technologies to students' learning is a must. In modern education, the teachers seem to be "forced" to master the technology since it modernizes the teachers' teaching skill.

Modern education, besides facilitating the development of technology, should also facilitate the characteristics of present students, so-called millennial students. Monaco and Martin (2007, p. 44) and Bart (2011, p. 2) stated that the students, in this case, are different to the previous generation in their sensibility of technology and personality. They are assumed to be more critical and up-to-date about their learning since they can get information faster, even than the teachers do, through googling. The teachers need to know that interesting and challenging learning activities have to be designed to catch the attention of the students. Being a teacher in modern education is invited to be more creative in creating the activities both inside and outside the classroom. By following the school curriculum and syllabus of the subject matters, the teachers should be able to enrich and polish the given materials to the actual phenomena in students' daily life.

The activities are suggested to be more informal and involve the interaction with the peers as well as to place the students as the agents of their own learning. By the aids of technology (the internet, smartphones, and social media), the teachers are expected to have more relevant, up-to-date, and communicative activities and assignments in enhancing both the learning achievement in the classroom and personal interactions (Kumar, 2011, p. 46; Ezemenka, 2013, p. 171). Furthermore, the teachers have to be able to bring the global issues digitally into the classroom tasks to empower students' critical thinking and sensitivity. Discussing global issues can be more interesting than reading or comprehending theoretical events printed in textbooks. By talking about the actual events, it is believed that the students are engaged in their own learning activities.

In the past, teachers were viewed as the sources of all knowledge and had full authorities to create the learning (teacher-centered) ignoring the cognitive aspects of the students. Eduviews (2008, p. 4) sees today's teachers are the facilitators to guide the students to create their own learning considering present students' characteristics to personalize the instructions. The ability of creating and relating the learning inside the class to what is happening outside the class is a must for the 21<sup>st</sup>-century teachers. Learning authentic and reality-based phenomena can boost students' skills rather than theoretical ones. Since the materials are authentic, the chances of broad discussion can be provided. The students can discuss the materials not only with the peers and teachers but also with the parents or even the experts and stakeholders. The role of teachers, indeed, is a need here to provide, to sort, and to structurize such materials. The process of preparing the materials cannot be separated from, again, the aids of technologies. This is the core of modern education.

To create digital and global activities of teaching and learning process, the teachers can benefit and innovate the use of social media and learning applications to be more in touch with the students personally and to be the media if the class cannot be conducted face-to-face since the students are open to many sources of learning websites (Ramani, 2015, p. 5). Regarding the 21<sup>st</sup> century demands and circumstances, the 21<sup>st</sup>-century teachers are made of those criteria. Hence, the aspects of technology, the teachers' skills and competencies, and millennial students' characteristics are interrelated each other as the crucial issues of today's modern education.

The present education is now much different from a few decades ago due to the presence of technology that we have to accept and to benefit. The needs to have the 21<sup>st</sup>-century teachers who are capable not only to wrap all the things needed in the process of teaching and learning with the power of internet and high-tech gadgets and applications but also to be respectful towards the characteristics of present students (Price, 2012, p. 4). It is viewed important to reveal how the 21<sup>st</sup>-century teachers exist in today's classroom as it is viewed from students' perspectives based on the theories and expectations of the government and stakeholders. Dealing with those issues which have already explained, this article aims at describing the information of the 21<sup>st</sup>-century teachers viewed from students' perspectives and providing the information collected as valuable evaluation for the teachers and the institutions.

## **METHOD**

The research was designed as a survey research to investigate the topic of the research and to collect the related data needed as the main source of information. The data collected was then analyzed using some categories constructed for the sake of the research to make the description on the topic. Therefore, the result of the data analysis will not involve any statistic calculation, yet the percentage of responses and total respondents.

The subjects of the research were students of English Education Study Program, University of Palangka Raya, grade 2013 to 2016. The sampling was randomly and purposively done. To avoid researcher's bias on the subjects, the respondents of the questionnaires were allowed not to write down their names. The result of the analysis is expected to be valuable information for the study program specifically and for the faculty and the university generally to improve the quality of lecturers under their teaching environment. Hence, the result of analysis cannot be generalized to other institutions and other circumstances.

To collect the data, it was distributed 75 questionnaires related to the students' opinions of 21<sup>st</sup>-century teachers and teachers' competencies. There

were 60 questionnaires returned to the researcher. There were six questions on the questionnaire constructed to collect the responses on the topic. The questionnaires were given to the students at the campus of English Education Study Program, the University of Palangka Raya on the weekdays.

The process of answering the questionnaires was free from the researcher's interferences. The respondents took the questionnaires home and returned it on the following days. There was no further interview to collect deeper data dealing with the subjects' opinion due to the limitation of time. For more information, the subjects were asked not to write their names on the questionnaires to protect the subjects' privacy. The procedures of data collection are presented in Figure 1.

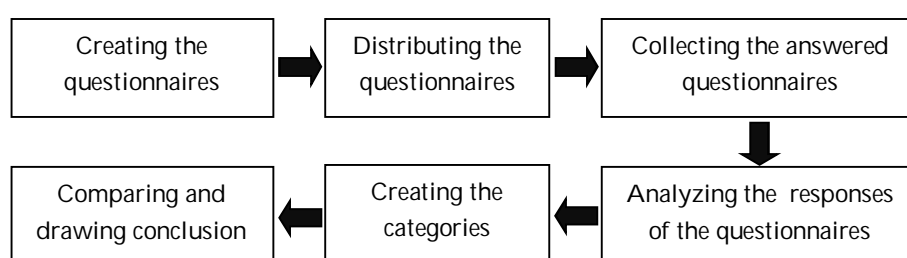


Figure 1. The Procedures for Data Collection

Although the researcher asked not to write down the identity of the subjects and collected the questionnaires by herself, the effort to keep the data valid has to be assured. To make sure the trustworthiness of the data, the researcher followed the suggestion from Patton (1999, p. 1195) employing the triangulation of data source. This was done to avoid the arguments of the validity of the data. The researcher conducted further an informal observation to the place of data collection and an informal interview with 5 students randomly to test the consistency of data. The informants did not know that they were under observation since it was carried out in break time. As the responses were gained, there were no crucial differences between what they have said and the data collected by the questionnaires. It means the data collected and analyzed can be trusted.

To analyze the subjects' responses, it was applied the qualitative approach to get a descriptive conclusion. The researcher employed the model of qualitative data analysis from Miles and Huberman (1994, p. 246-262). The first model was employed from the questionnaires collected until the numbering of responses. The model of the data analysis procedures of this research is presented in Figure 2.

Firstly, the researcher captured and drew the patterns and trends of the responses of the students since the questionnaires were created in open-ended

forms. Open-ended questionnaires were applied to collect and facilitate various and unique opinions from the students.

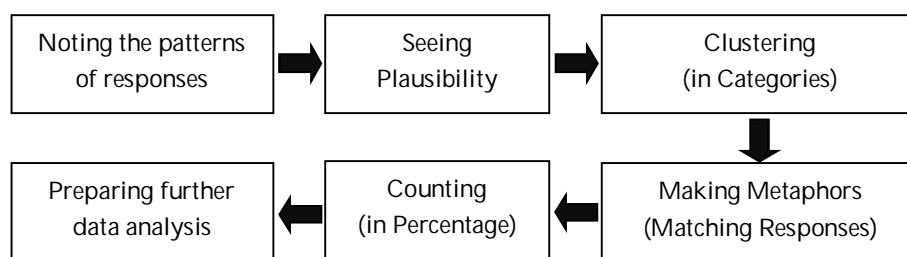


Figure 2. The Procedures of Data Analysis (Part I)

Secondly, the researcher read all of the answer or written opinions on the questionnaires to see some plausibilities, then some criteria based on the information obtained from all responses were created. The criteria set up were expected to facilitate broad responses of the subjects and to map the patterns of responses. The descriptions of each criterion were made as close as to the general opinions obtained. The numbers of descriptions of each category are different due to the results of opinions.

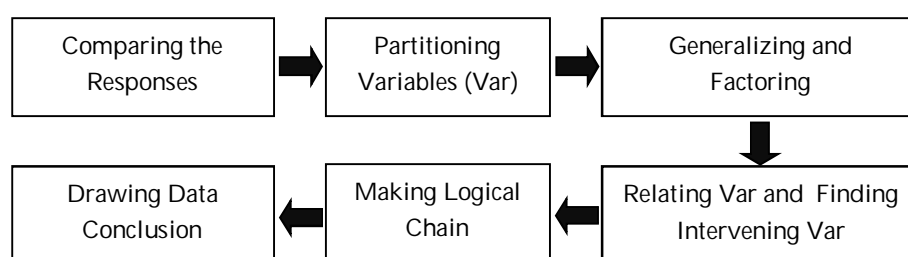


Figure 3. The Procedures of Data Analysis (Part II)

However, there was no statistical data analysis applied to calculate the responses. The responses were calculated manually to count the number of opinions that were closely included to the set-up categories. The responses were then categorized into and compared to the set-up criteria. The calculation was simply done to know the numbers of responses which were similar to or were included in certain categories or criteria. After counting and comparing the responses, the responses were categorized. The analyzed responses then were generalized to see the relationship among main description and what reason influencing the data. The logical reasoning was made after the relationship was found to make the frameworks of how the conclusion can be drawn. Finally, the discussion of responses was explained qualitatively and the conclusion was drawn conceptually.



The questionnaires (Appendix 1) were written in Bahasa Indonesia to make the subject feel easier to understand and to supply expected responses. The subjects were asked to fulfill the questionnaires in Bahasa Indonesia, as well. For the sake of the article, the questions of the questionnaire were translated into English. The numbering of the questions was not changed although they were translated. Those activities were done based on what stated by Fusco (2015, p. 2) to make the coding of the data. The questions are presented in Table 1.

Table 1. The Items of the Questionnaire

Number of Items	The Items
Q1	What are your opinions dealing with the term of the 21 <sup>st</sup> -century teachers?
Q2	In your opinion, what are the criteria for 21 <sup>st</sup> -century teachers?
Q3	Does a teacher need to master the subject matter? Why?
Q4	What are the aspects of teachers' personalities wanted or expected by the students towards the students during the teaching activities?
Q5	How should the teachers behave in their social life or in their social community?
Q6	What do you know about professional teachers? Please, describe.

After the categories have been set up from Q1 to Q6, the researcher carried out further action to compare the categories and the obtained responses or opinions. To capture and compare the patterns of the responses, the categories were set up as in Table 2.

Table 2. The Categories of Questionnaire Responses

Items	The Categories
Q1	C1: The 21 <sup>st</sup> -century teachers creatively combine and relate the modern ICT and global trends or issues happening lately with the teaching and learning activities.
	C2: The 21 <sup>st</sup> -century teachers offer effective, interesting, unstressful, objective, challenging, and joyful learning activities.
	C3: The 21 <sup>st</sup> -century teachers master the subject matter and know how to make the students get the understanding of those materials.
Q2	C1: The 21 <sup>st</sup> -century teachers have to be up-to-date, sensitive, creative, innovative, ICT-based, and attractive.
	C2: The 21 <sup>st</sup> -century teachers have to master the materials, manage the class well, motivate students to learn, and expose the chances for the student to autonomous learning.
	C3: The 21 <sup>st</sup> -century teachers have to be experienced, trained, broad-

		minded, open-minded, objective, solution-based, and communicative in their teaching.
	C4 :	The 21 <sup>st</sup> -century teachers should have critical thinking, a sense of tolerability and empathy to the students.
Q3	C1 :	A teacher gives deeper understanding, enrich the understanding, and avoid misleading explanation.
	C2 :	Mastering the subject matters is a teacher's duty and it shows a teacher's credibility and ability in conducting the classroom.
	C3 :	Mastering the subject matters helps the teacher answer various students' questions during the lesson.
Q4	C1 :	A teacher is expected to be objective, creative, consistent, tolerant, and discipline.
	C2 :	A teacher is expected to be smart, up-to-date, solutive, broad-minded, open-minded, and communicative.
	C3 :	A teacher is expected to be motivating, inspiring, amusing, easy-going, and adapting.
	C4 :	A teacher is expected to be kind-hearted, responsible, friendly, polite, and wise.
Q5	C1 :	A teacher is really expected to be a good role model for good values and is able to be adaptable to the current situation in their social community.
	C2 :	A teacher is expected to be humble in sharing and implementing the knowledge that s/he has.
	C3 :	A teacher is expected to obey the rules set up in the society both written and conventional rules.
	C4 :	A teacher is expected to be helpful for the social problems, and respectful and communicative with the members of the community.
Q6	C1 :	A teacher is expected to be responsible for his/her duty to provide the teaching and learning process.
	C2 :	A teacher is expected to be expertise in and masters the subject matters as well as across the subject matters.
	C3 :	A teacher is expected to differentiate between their personal life and the duty of teaching.
	C4 :	A teacher is expected to be more sensitive to students' characteristics.

## FINDINGS

After the data analysis was completely carried out and the responses were finished being manually counted, there was some information collected. As previously stated, the categories were constructed to facilitate all of the responses collected. Based on the table (Appendix 2), there are different numbers of categories for the questions. Question number 1 (Q1) and Question

number 3 (Q3) display three categories for each, meanwhile, Question number 2 (Q2), 4 (Q4), 5 (Q5), and 6 (Q6) reveal four categories for each. The total number of returned questionnaires were 60 out of 75 distributed questionnaires. Each response collected, then, was matched to the set-up categories or was grouped to the closest category that revealed the similar meaning. Finally, the percentage was calculated to show the contribution of responses to the whole.

Q1 has three categories which the first category covers the highest number of responses, having 23 responses (28%). The second and the third category has 21 responses (35%) and 16 responses (27%), respectively. In Q2, the second category is the highest with 24 responses (40%). The first and the third category have similar total responses, 13 responses, (22%), and the lowest is the fourth category which has 10 responses (16%). The highest number of responses is dominated by the first category in Q3 with 68% of total responses. The second and the third category have 14 responses and 5 responses, respectively. The four categories in Q4 seems to share the similar number of responses, although the third category is the highest. They are 13 responses (22%), 14 responses (23%), 23 responses (38%), and 10 responses (16%), respectively. In Q5, the highest responses were given to the first categories (38%). The second and the third categories are in close total responses (15% and 18%). The fourth category is the second highest (28%). The last, in Q6, the total responses are shared quite similar for the first and second category (38% and 37%). The similar calculation also happens to the third and the fourth category (10% and 15%).

## DISCUSSION

After the patterns of responses were mapped and compared to several categories, the comparisons were analyzed. The result of analysis of the comparison between the categories and the responses will be discussed for each number of questions.

### Question 1

#### **What is your opinion dealing with the 21<sup>st</sup>-century teachers?**

There are two responses that mostly come from the majority of respondents. The first majority (C1) deals that the 21<sup>st</sup>-century teachers are expected that teachers in this modern era are having the ability and creativity in designing the activities of teaching and learning involving the powerful advantages of technology and modern media. The respondents viewed the presence of technology-based media could help them get the understanding easier and make them engaged in the activities. This is in line with what have been proposed by the issues of modern education that teachers should be technology-based and problem-based.

The second majority (C2) states that 21<sup>st</sup>-century teachers have to be able to create enjoyment, less-pressured circumstances in the classroom so that the students feel relaxed, spirited, and free from any personal pressures. The joyful teaching and learning activities are believed by some experts to be able to motivate students in learning. What has been taught by the respondents are the real situation that they are facing now since they can differentiate which learning help them much and which do not (Monaco & Martin, 2007, p. 43; Price, 2012, p. 3). It means the students are pressed by conventional teaching and learning activities in which they cannot show their different competencies and intelligences. In modern education, different skills, competencies, and intelligences are accepted and facilitated.

The last responses (C3) deal with the issues that 21<sup>st</sup> teachers should be inspiring since the respondents stated that they need a teacher who can motivate them in learning and do not blame them for their mistakes. The role of the teacher in motivating students is very important in the process of learning (Kariuki, 2009, p. 5). Motivation to learn can be varied, and it is one of the teacher's job to provide motivating learning atmosphere during the class. Some students, sometimes, feel unmotivated in their learning since they find some difficulties to understand certain materials and feel that they are out of their teachers' attention. In this case, teachers' sensitivities towards the students are needed since different students learn differently and should be treated differently. The skill of motivating students cannot be separated with the power of 21<sup>st</sup>-century teachers.

## Question 2

### **In your opinion, what are the criteria for 21<sup>st</sup>-century teachers?**

There are four patterns of responses captured by the researcher. The four responses display what the students want and expect to happen from the today's teachers. The majority of respondents insist that mastering the subject matters and being able to manage the class well including creating student-centered learning are students' big expectation. The other three categories (C1, C2, C3) shared a similar portion of responses meaning that the students describe a 21<sup>st</sup>-century teacher should have good personality towards the students, understanding the student's weaknesses and mistakes, but having critical thinking and innovation. The responses show that the students, generally, have same perspectives towards the ideal teachers in the classroom.

Based on the respondents, it can be assumed that they start knowing what kind of teachers they need in learning. This is one of the uniqueness owned by 21<sup>st</sup>-century students that make them different from previous student generation. They are more confident to show what they like and dislike, even

they can determine what kind of ideal activities for them to learn. The job of modern education is, now, to provide more chances for the students to choose their own learning and even to choose their own teachers. A 21<sup>st</sup>-century teacher will be open-minded with this rule and must force themselves to meet the higher expectation of modern education and the demands of modern students.

### **Question 3**

#### **Does a teacher need to master the subject matter? Why?**

All of the respondents answered "yes" to this question since mastering subject matters are a must for an educator or a teacher. However, there are three reasons that have already answered of why a teacher has to master his/her field. The three major responses are quite different each other. The majority (C1) said that mastering the subjects is a way to make students understand about the topic being discussed. Regarding the responses, it seems that a must for whoever wants to be a teacher preparing himself with the knowledge. By mastering the subject matters, a teacher must have known the way to deliver the lesson to the students. The respondents (C2) also revealed that mastering the subject shows the credibility of a teacher in front of the students. It means that the students can critically evaluate their own teacher when teaching. The students can evaluate between effective and ineffective teachers of their own teachers. The rest (C3) stated that mastering subject matters is to facilitate students' question. It can be assumed that the willingness to ask depends on how precise the teachers explain the topic.

### **Question 4**

#### **What are the aspects of teachers' personalities wanted or expected by the students towards the students during the teaching activities?**

Based on the responses, the respondents demand to have non-pressured class since they love to have an easy-going and fun teacher in the class. This is one of the characteristics of modern education that the class should be conducted creatively and attractively without any personal sentiments. It means the learning process is owned by the students and there are no teachers' sentiments on certain students. In addition, the last three responses (C1, C2, C4) support the major responses by stating the teachers now should have intelligence on the subject, be objective in teaching and assessing, and have a lovely personality. These responses show that the student's mindset has changed from the past, that they do not like a teacher who seems to be a dictator in the class (Ulug, Ozden, & Erylmaz, 2011, p. 742).

**Question 5****How should the teachers behave in their social life or in their social community?**

In the society, the respondents construct the expected role model for a teacher in interacting with other people. The ability to easily adapt and avoid being arrogant should attack on teachers' daily activities. The teachers are expected to be a good role model in their environment and to place themselves as educated characters who are humble to share the knowledge and who are capable of solving social problem by his/her knowledge and ability (C1, C2). The respondents also stated that the teachers have to be people in common by obeying the rule in the society, avoid doing bad things and having unexpected behavior, and being so helpful and respectful (C3, C4). It can be concluded that the respondents require the teachers to become responsible for their profession outside the class and school since the respondents have witnessed the arrogance of some around them.

**Question 6****What do you know about professional teachers? Please, describe.**

Discussing professionalism, it seems the respondents do not really understand the meaning of the term. It can be seen from the 4 responses collected although they respond nearly similar idea by what the term really means. They described that professional teachers have the responsibility in the duty of teaching without clear explanation about the duty itself (C1). Another idea is stated as professional teachers are able to separate personal life problems to the job at schools (C3). It is not a wrong idea from the respondents, but somehow, it is not the expected understanding about the professionalism based on the government regulations. The second major responses are more displaying how professional the teachers are if they have deeper understanding and mastering of the subject matter (C2).

What is missing in the term of professionalism in respondents' mind is the teachers should master the ability to design the teaching based on the curriculum and syllabus, global issues, and interrelation of every existing subject matters (Suyanto & Jihad, 2013, p. 91). It is something tolerable since the respondents seem unfamiliar with the job of a teacher behind the desk. The least response shows that the meaning of professionalism is related to personality (C4). The respondents stated that being professional means being respectful towards students' characteristics. The students expect to be understood by their teachers. It means they see a teacher as one who is tolerable on their weaknesses during the process of learning.

## CONCLUSION

The global issues related to modern education in high-tech era insist the teachers improve their skills to be in line with the rapid changes of world's needs. The present demands require teachers to have skillful, critical thinking, creative, and innovative human resources. One way to fulfill the needs is to enhance the system of education. In this case, the teachers' development is first coming into mind as the core of the changes. The teachers of today, so called the 21<sup>st</sup>-century teachers, are the urgency for the improvement of millennial human resources. The 21<sup>st</sup>-century teachers are viewed as the agents to make the connection between the global issues and the teaching and learning process inside the classroom.

Based on the respondents' responses, the 21<sup>st</sup>-century teachers are expected to be competent, professional, up-to-date, and technology-based due to the students' ability to get information faster. The 21<sup>st</sup>-century teachers have the ability to make use of the smartphones (other gadgets) and the internet becoming the most powerful sources of information. They are also able to create or implement the education application and social media as a tool to engage the students in their learning. Moreover, good personality and good social behavior are also required to be a 21<sup>st</sup>-century teacher since they are becoming a role model inside and outside of class. The skill to manage the class and make it become joyful, interesting and challenging is a must for a 21<sup>st</sup>-century teacher. Therefore, the presence of 21<sup>st</sup>-century teachers cannot be separated to modern education to face the millennial students.

Based on the research, the respondents recognized that the 21<sup>st</sup>-century teachers were around them although some seem not to be ready to follow the technology and global circumstances. The teachers still need to be open-minded to do self-improvement and to join the training for the 21<sup>st</sup>-century teachers. The global technology is a kind of enforcement for all levels of education stakeholders and practitioners. The result of this survey research can be the description of the recent condition of the education system for the department, faculty, and university. The improvement of teachers/lecturers' competencies should be under the focus and budget allocation. Then, the stakeholders will do some revision and evaluation for the betterment of the institution, human resources, and graduates.

The result of the research, hopefully, gives a positive contribution towards the issues of teachers' development and competencies. What gained in this research is only some puzzles of big pictures for teachers' profiles. The data revealed is expected to provide some new insights for academic practitioners and further researchers to have in mind the ideas of boosting those issues to the surface by employing other perspectives. The result is also expected to enrich

the description of how the teachers should be in the students' demands. Finally, this article can motivate the readers, especially the teachers to empower themselves by 21<sup>st</sup>-century skills and competencies for the improvement in their teaching activities.

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### **Author's Brief CV**

**Maida Norahmi** was born in Sampit on October 12, 1989. She graduated from University of Palangka Raya in 2011 and State University of Malang in 2014. She is now a lecturer of English Education Study Program, University of Palangka Raya. Her interests are mostly on non-test assignment and teacher development.

## Appendix 1. The sample of Questionnaires

### KUESIONER

Responden yang terhormat, mohon untuk menjawab semua pertanyaan yang tertera di bawah ini dengan jujur dan tanpa paksaan dari pihak manapun. Jawaban Anda atas pertanyaan-pertanyaan tersebut akan dijaga kerahasiaannya dan hanya dipergunakan untuk kepentingan pengambilan data. Atas partisipasinya, diucapkan terima kasih.

1. Apa pendapat Anda mengenai "present teacher/lecturer" (pendidik masa kini)?

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2. Menurut Anda bagaimanakah seharusnya kriteria seorang guru/dosen agar dapat dikatakan sebagai "present teacher/lecturer"?

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3. Apakah seorang guru/dosen harus memahami materi yang diampunya?  
Mengapa?

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4. Bagaimanakah kepribadian seorang guru/dosen yang diinginkan oleh peserta didik?

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5. Bagaimanakah seorang guru/dosen sebaiknya bersikap dalam kehidupan bermasyarakat?

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6. Apa pendapat anda tentang guru/ dosen yang dikatakan profesional? Mohon jelaskan?

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**Appendix 2. The Result of Questionnaires Analysis**

Item Number	The Categories	Total Responses	Percentage
Q1	C1	23	38%
	C2	21	35%
	C3	16	27%
			100%
Q2	C1	13	22%
	C2	24	40%
	C3	13	22%
	C4	10	16%
		100%	
Q3	C1	41	68%
	C2	14	23%
	C3	5	9%
		100%	
Q4	C1	13	22%
	C2	14	23%
	C3	23	38%
	C4	10	16%
		100%	
Q5	C1	23	38%
	C2	9	15%
	C3	11	18%
	C4	17	28%
		100%	
Q6	C1	23	38%
	C2	22	37%
	C3	6	10%
	C4	9	15%
		100%	