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Basic Concepts of the Teaching Profession in Elementary Education Institutions SD/MI

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Abstrak

Profesi keguruan dinilai penting sebagai tonggak dasar bagi kemajuan suatu bangsa, karena bangsa yang maju memiliki pendidikan yang berkualitas. Kualitas pendidikan sangat bergantung terhadap kompetensi yang dimiliki oleh para pendidik, terutama guru jenjang usia dasar SD/MI sebagai tingkat awal pendidikan formal bagi anak bangsa. Penelitian ini bertujuan untuk mendeskripsikan konsep dasar profesi keguruan pada lembaga pendidikan dasar SD/MI. Adapun jenis penelitian ini termasuk pendekatan kualitatif dengan metode studi kepustakaan. Sumber data dan bahan analisis kajian menggunakan literatur ilmiah yang relevan dengan topik pembahasan, meliputi buku, artikel, prosiding seminar, dan tugas akhir (skripsi, tesis, disertasi). Data tersebut diperoleh dari sumber kredibel seperti *Google Cendekia* dan *Sinta*. Hasil penelitian ini menyimpulkan bahwa guru digolongkan sebagai profesi karena menurut keahlian dan persyaratan-persyaratan khusus dalam melaksanakan tugasnya memiliki organisasi profesi kode etik, dan memiliki wadah organisasi, peran hak dan kewajiban guru membimbing mengarahkan peserta didik serta mengevaluasi proses belajar-mengajar yang baik dan terarah secara khusus. Komponen yang wajib dimiliki oleh guru meliputi kompetensi pedagogik, kompetensi profesional, kompetensi sosial, dan kompetensi kepribadian.

Kata Kunci: Lembaga Pendidikan Dasar, Profesi Keguruan.

Abstract

The teaching profession is considered important as a basic milestone for the progress of a nation, because developed nations have quality education. The quality of education is very dependent on the competence possessed by educators, especially teachers at the elementary age level of SD/MI as the initial level of formal education for the nation's children. This study aims to describe the basic concepts of the teaching profession in primary education institutions SD/MI. This type of research includes a qualitative approach with library research methods. Sources of data and materials for analysis of the study use scientific literature relevant to the topic of discussion, including books, articles, seminar proceedings, and final assignments (thesis, dissertation). The data is obtained from credible sources such as *Google Scholar* and *Sinta*. The results of this study conclude that teachers are classified as a profession because according to their expertise and special requirements in carrying out their duties they have a professional organization code of ethics, and have an organizational platform, the role of rights and obligations of teachers to guide directing students and evaluating good and directed teaching and learning processes. in particular. Components that must be possessed by teachers include pedagogic competence, professional competence, social competence, and personality competence.

Keywords: Elementary Education Institution, Teaching Profession.

PRELIMINARY

Education as a system has a continuous and continuous process. Likewise, as an education system it leaves various problems, both from internal and external aspects of education. These problems have a positive value as a trigger for innovation in educational institutions. In this context, the teacher plays a central role in concrete innovation steps in the learning process. Innovative teachers are expected to be present from a professional aspect according to the standards set by state law. This is intended so that the teaching profession remains in the corridor of honor or glory for the teaching profession as a major milestone in realizing the bright future of the Indonesian nation (Kurniawan, 2011).

The innovation needed in the world of education is increasingly visible with the massive upgrade of education towards the digitalization era. This change towards digitization is in line with the development of technological sophistication which demands that teachers must also be professional, and continue to upgrade

their own abilities in managing digital-based education. Apart from teachers being required to be able to use computers, gadgets, or other digital-based things, teachers still present the essence of learning as internalizing educational values and transferring insights to create human learners who bring progress (prosperity) in the future. Even so, this phenomenon seems paradoxical to the economic well-being of teachers. On the one hand, teachers are required to work professionally, while on the other hand, teachers have not fulfilled their economic welfare aspects (Qomario, *et.al.*, 2018).

The professionalism of teachers from time to time has increased in quantity and is evidenced by the acceptance of educator certification for professional teachers. This is of course through various evaluations of teacher performance in educating, training, guiding, fostering and teaching during a certain period. As a guide or guideline for the educational process, the teacher must work in accordance with the operational operational standards (SOP) and the teacher's code of ethics. The norms that apply in the teacher's code of ethics are in the form of certain regulations that must be obeyed and implemented properly as guidelines or guidelines that are respected and recognized in the community. This is done to maintain the dignity of the teacher as a role model who must be able to provide a good role model for his students (Istiarini & Sukanti, 2012).

The exemplary profile displayed by the teacher to students is the main aspect that can help student development. In fact, various sophisticated media that can be used during the learning process can be used directed by students after receiving guidance from the teacher. Likewise, the teacher also began to experience a shift in class roles in the face-to-face learning process. This is because educational institutions are starting to implement learning with the help of tutors who can teach via virtual. On this basis, the empowerment of contract teachers seems to be experiencing upheaval, while on the other hand they are required to work professionally (Fuad, 2017).

In this context, the role of the teacher is very important for child development. Even so, the problems experienced by teachers seem to be increasingly complex with technological sophistication. Where, when the era requires all activities to be faced with digital-based momentum, there are still many teachers who are not proficient in utilizing technology. Various training and workshop activities have been attempted by the government, even teachers with certification status have not been able to utilize technology in every learning process (Permana, 2017).

Education will continue to be the main choice for every nation in welcoming progress, innovation and civilization. This is because quality education will produce graduates who are able to impact real change for a nation. Through quality education the next generation will be ready to face various challenges with the "glasses" of opportunities, so as to produce the things needed to solve the problems of the nation and even the world. Thus, the collaboration of experts or experts will become a real synergy for the progress of the nation in the future (Sukarti, 2013).

As a nation, Indonesia is targeting a century of independence in 2045 towards the glorious and golden era of the nation. Where every child of the nation is expected to become superior human resources who are skilled and accomplished. Of course, the nation's children in question are the generation that is currently studying, starting from elementary to secondary education. In response to this, efforts are needed to internalize educational values for children through exemplary methods. This is in accordance with the expectations of Indonesian education which aims to produce a generation of achievers and characters, so that there is a balance between the intellectual, emotional, and spirituality of the nation's children.

The role of elementary age children in this era will be the future for the Indonesian nation. The progress of a nation is largely determined by the current generation. Preparation for superior human resources certainly requires a figure or figure who is able to guide students from an elementary age according to their age stage of development. Moreover, in the modern era, challenges in educating children are increasingly complex, because they have been interspersed with various influences from digital gadgets. For this reason, a teacher's role model must be able to become a figure to bridge elementary age children towards success in the future (Rahayu & Mustakim, 2017).

In fact, research relevant to this theme has been widely researched from various scientific perspectives. Among them is research that describes the implementation or implementation of teacher certification in Indonesia (Arifin, 2019). In addition, there is research on teacher professionalism (Latiana, 2019) and about teacher welfare and performance (Zulkifli, *et.al.*, 2014). Furthermore, Wijaya, *et.al.* (2021) discusses teachers' perceptions of the existence of an educator certification program. In addition, there is research on the effect of teacher certification on student achievement at the elementary age level (Jamaliah & Cahyaningsih, 2020). In fact, Siswandari & Susilainingsih (2013) analyzed the impact of certification on improving the quality of learning in the classroom.

Observing the description above, it is understood that previous research (literature review) discussed the teaching profession which is related to the code of ethics for teachers as a reference in acting or educating students. The teaching profession, which is considered noble, must be able to set an example for students from an elementary age. In addition, teachers are also continuously demanded to be able to act professionally amidst the turmoil of not having the family's economic needs met. For this reason, it is necessary to study further in a scientific and in-depth manner regarding the code of ethics for teachers in practice, as well as how to internalize educational values through exemplary for students at the elementary age level, summarized in the title "*Basic Concepts of the Teaching Profession in Elementary Education Institutions SD/MI*".

METHOD

This research uses a qualitative approach with a descriptive study method (Arikunto, 2010). The focus of the study is to describe the basic concepts of the teaching profession in SD/MI basic education institutions. This type of research includes a qualitative approach with library research methods. Sources of data and study analysis materials use scientific literature, including books, articles, seminar proceedings, and final assignments (thesis, thesis, dissertation). The data is obtained from credible sources such as Google Scholar and Sinta (Assingkily, 2021).

RESULTS AND DISCUSSION

Teacher Professional Development

Modern and digital era jobs emphasize aspects of skills and soft skills that are integrated in each individual, including the teaching profession. Teachers in this context are seen as professional people who are able to build character, transfer insights, and train students' skills according to their developmental needs and the world of work in the future. On this basis, natural teachers in the context of the teaching profession are required to be able to develop strategies so that they are professional and specialist in the field of qualifications (expertise).

The teacher is said to be a professional educator if he is an expert (master) in the field he is in charge of. Furthermore, the government in this case has prepared a minimum standard of professional teacher competence, including pedagogic competence (teaching ability), professional competence (ability to master a scientific field), social competence (interaction and communication skills), and personality competence (personal who can become a figure role model for students). For this reason, teachers must be able to be disciplined and committed in carrying out their professional duties, especially self-determination as human learners.

Teacher professional development is intended to foster and internalize the value of education to teachers so that they become aware as human learners. Where, each teacher will meet students in certain periods (periods), so that current students cannot be compared with students five or ten years ago, supposedly again with future students. On this basis, teachers will realize the importance of continuing to learn and upgrade their own abilities, so that they can be empowered and innovate for the progress and improvement of the quality of learning. Besides that, the teacher will also transmit his enthusiasm for learning to students, because the essence and existence of the teacher is to facilitate student development, both transmitted from the teacher, as well as natural processes that students receive independently during the learning process.

Teacher professional development activities aim to improve teacher qualifications and make them more professional in carrying out their duties. Therefore, this campaign is designed to increase the number of professional teachers without speeding up or slowing down the promotion/process. In addition, incentives such as promotion/curriculum are given to teachers who can improve their professionalism. Scientific writing, one of the teacher professional development activities through the scientific writing guidance program, is not the final platform itself, but a reporting platform for teacher activities to improve the quality of education, especially learning in schools (Putri & Imaniyati, 2017).

As a profession, a teacher must become a profession if necessary. As university professionals serving the community and their students, knowledge, skills, attitudes and abilities are constantly evolving (Disas, 2017). Why do you have to develop principles for use by university professionals, in this case there are five basic thoughts on the development of the teaching profession, namely the basic philosophy, psychology, pedagogy, science, and sociology.

The basic philosophy is intended as a basic idea that teachers are the best academic and administrative service providers for students, so that they can equip students with leadership and community service in the future. Furthermore, the basis of psychology is intended to be the main capital for teachers in understanding that each student is unique and has a sense that must be touched with the heart to be called independent learning. Different characters between students should be something that is seen as colorful by the teacher, so as to try to revive a glimmer of hope for learning for all students, without discrimination. Through this kind of egalitarian view, it will be easier for teachers to motivate students to follow the learning process.

Furthermore, the basis of pedagogy is intended as a form of the teacher's main role in teaching students and learning to improve their abilities. This competence accustoms teachers to innovate in finding the best appropriate way to be given to students during the learning process (Kurniawan & Zarnita, 2020). In implementing professional duties, teachers are also required to base scientific-based attitudes and behavior, as a form of approval and embodiment of learning that develops technological sophistication, so that the media, methods or learning strategies are not monotonous. In addition, teachers also need to connect with other people, organizations and society in a modern way. This can be done by utilizing electronic-based learning media.

Islamic Review of the Urgency of Teacher Professionalism

Islam explains that educators are a noble task that places great emphasis on sustainability in order to obtain the good of the world and the hereafter. Seeking knowledge is the most important thing for someone to expand their horizons and improve their condition. This verse explains the importance of knowledge in human life. The development of professionalism from an Islamic perspective emphasizes that teachers must be good, humble, ethical, spiritual, and fulfilled as ideals. In an Islamic perspective, teachers will be successful if they do their job well, have creative and integrated thinking, and have religious skills (Muhson, 2012).

All recognized professionals have a strong professional body to achieve common goals and maintain their expertise. In some cases, the faculty office meets these criteria, but in others it doesn't. Indonesia already has the Indonesian Teachers' Association (PGRI), a forum for all teachers, from kindergarten teachers to high school teachers, and the Indonesian Postgraduate Education School (ISPI) for all postgraduate education (Wahyudin, 2016).

Because teachers are the dream of many people, teacher professionalism is often not carried out by professional experts, especially in our country. The professionalism of teacher positions is fully protected by the government or other parties that employ teachers, such as private educational foundations. Most services share the same standards and requirements to ensure the minimum required competencies, but this applies to faculty offices. Looking at the experience of recruiting prospective students at the TTIs several years ago, the response was so strong that prospective students trying to enter teacher education institutions scored significantly lower than candidates entering other fields. This question also affects the results of further teacher education.

In other countries, the potential demand for the teaching profession as a permanent employee is the weakest part of the demand for the teaching profession as a professional service. Many new teachers stay in college for only a year or two before moving on to other fields that promise higher pay. Fortunately, not many teachers in Indonesia have moved to other fields that promise high salaries. In Indonesia, fortunately not many teachers migrate to other areas, but that doesn't mean teachers in Indonesia get high salaries. This may be due to the difficulty of job opportunities and transfer systems.

Completion of studies through university/institution prescribed coursework or practical experience and preparation, or a combination of preparatory and lecture. Higher education provides education for professional services, while education through experience and preparatory funds or a combination of nursing and teaching is intended for non-professional positions (Fitriyanti, *et.al.*, 2019). There are differing views about whether education meets secondary needs. Those working in education say that education has clearly created a unique field, one that is critical in providing competent teachers. On the other hand, some argue that education still lacks scientifically defined knowledge. The first group believes that education is a science, while the second group believes that education is an art (Putri & Imaniyati, 2017).

In short, it can be concluded that a teacher is a professional because a teacher must be able to carry out the duties of a teacher professionally. A person who can do his job according to the principles of a consistent work ethic, independently (without outside pressure), quickly (productively), accurately (effectively), efficiently, innovatively and efficiently is considered a professional. Services are based on factors such as system knowledge or theory, professional authority, public perception, and management ethics.

Job is a position or profession that requires certain skills. This means that someone who is unskilled and unprepared for the job should not provide professional services. Instead, he or she attends educational and training courses offered in a particular field. For example, through teacher education (S1-PGRI, S1 Education, AKTA IV Education), professional teachers with qualifications must be able to complete special education in this field.

In the development of the teaching profession, teacher professionalism is the need, direction, values, goals and quality of knowledge and professional authority in education. Teacher teacher is a teacher who has the necessary qualifications to carry out teaching and learning tasks. In education, teachers as educators, counselors, guides, and curriculum developers, enable fun, exciting, safe, and empowering learning situations and environments for students. Think proactively, creatively, and innovatively when exploring and describing teaching skills.

4 CONCLUSION

Based on the description of the results and discussion above, it can be concluded that teachers are classified as a profession because according to their expertise and special requirements in carrying out their duties they have a professional organization code of ethics, and have an organizational structure, the role of rights and obligations of teachers to guide directing participants students as well as evaluating good and specifically directed teaching and learning processes. Components that must be possessed by teachers include pedagogic competence, professional competence, social competence, and personality competence.

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