

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some related theories which are used as foundation and references related to the study.

2.1 Teacher

A teacher or schoolteacher is a person who provides education for pupils (children) and students (adults). The role of teacher is often formal and ongoing, carried out at a school or other place of formal education. In many countries, a person who wishes to become a teacher must first obtain specified professional qualifications or credentials from a university or college. These professional qualifications may include the study of pedagogy, the science of teaching. Teachers, like other professionals, may have to continue their education after they qualify, a process known as continuing professional development. Teachers may use a lesson plan to facilitate student learning, providing a course of study which is called the curriculum.

Teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, formal education, primary education and secondary education.

Big Indonesian Dictionary Second Edition, 1991, defines teachers are person whose jobs (livelihoods) is teaching. In Law Teachers and Lecturers No. 14 year 2005 Article 2, the teacher is called as professionals, means that the teacher's job can only be done by someone who has the academic qualifications,

competency, and certification of educators in accordance with the requirements for each type and level of education . Academic qualification here is the highest education teacher, it is minimal D-IV/S-1. Teacher competence can be defined as the mastery of the knowledge, skills, values and attitudes reflected in the habit of thinking and acting in practicing a profession as a teacher.

2.1.1 The Role of Teacher in Education

A teacher's role may vary among cultures. Teachers may provide instruction in literacy and numeracy, craftsmanship or vocational training, the arts, religion, civics, community roles, or life skills.

Here are some roles of a teacher according to Catarts (2012):

1. Teacher as manager. Examine the students carefully, their actions, reactions and interactions.
2. Teacher as observer.
Identify strengths and weaknesses of each student including planning program for students.
3. Teacher as diagnostician. This activity involves creating goals and objectives of the school, character and content of the curriculum and learning programs.
4. Teacher as educator. This activity involves creating goals and objectives of the school, character and content of the curriculum and learning programs.
5. Teacher as organizer. The ability of teachers to organize learning programs. As the organizer is the other side of the role that is required by

teachers. Teachers in this field have management activities, academic activities, and so on.

6. Teacher as decision-maker. Selecting appropriate learning materials, deciding topics and projects to be implemented as well as making personal program.
7. Teacher as presenter. Teachers as the opening, the narrator, questioner, explanatory and researcher from any discussion.
8. Teacher as communicator. The ability of teachers to communicate with students and co-workers.
9. Teacher as mediator. Teachers serve as a mediator between the students and the problems that arise. A teacher acts as a mediator who helps to make students' learning process go well. The duties of teachers as mediators are:
 - a. Provide learning experiences that enable students responsible for making the design, process, and research.
 - b. Provide activities that stimulate the curiosity of students and help them to express their ideas and communicate their ideas.
 - c. Supervise, evaluate and indicate whether the students' thought is running or not.
 - d. Teachers need a lot of interaction with the students to more understand what they already know and think.
 - e. Teachers need to understand where the learning experience is more in line with the needs of students.

- f. Teachers need to have a more flexible thinking to be able to understand and appreciate the students' thought.
10. Teacher as motivator. Teachers give motivation to the students. As a motivator, the teacher should be able to support the students in order to be active in studying.
11. Teacher as counselor. Teachers as a counselor for students in education, personal, social and emotional.
12. Teacher as evaluator. Teachers evaluate, assess, recordability, achievement and progress of students. Teachers should be a good evaluator, this activity is intended to determine whether the objectives that have been formulated are achieved or not, and whether the material being taught is quite appropriate or not. By evaluation, teachers can classify whether a group of students are included students who are good, moderate, or good enough in the class if they are compared with their friends. Therefore, teachers should continue to follow the learning outcomes that have been achieved by students from time to time. The information obtained is feedback on the learning process. This feedback will be used as a starting point to improve and increase the learning process further.

2.1.2 Certified Teacher

Based on Law Teachers and Lecturers Number 14 Year 2005 certification is a process of giving educator certification for teachers and lecturers.

Law of National Education Minister Number 11 Year 2011 states that certification of teachers is the process of granting a certificate to the teacher/educator who served as a classroom teacher, subject teachers, guidance and counseling teachers, and teachers in the department appointed prefect of the education unit.

A certified teacher is a teacher who has earned credentials from an authoritative source, such as the government, a higher education institution or a private source. This teacher qualification gives a teacher authorization to teach and grade in pre-schools, primary or secondary education in countries, schools, content areas or curricula where authorization is required. While many authorizing entities require student teaching before earning teacher certification, routes vary from country to country. A teaching qualification is one of a number of academic and professional degrees that enables a person to become a registered teacher. Depending on country, such qualifications may for example include the Postgraduate Certificate in Education (PGCE), the Professional Graduate Diploma in Education (PGDE) and the Bachelor of Education.

2.1.3. Certified Teacher in Indonesia

Since 2007, millions of in-service school teachers in Indonesian public and private formal schools have participated in the national teacher certification program. This is part of a nation-wide educator certification system that aims to improve teachers' and lecturers' professionalism and welfare. It was established as the implementation

of the Teacher and Lecturer Act of 2005, one of the ground-breaking pieces of legislation and government regulations in the education sector deliberated during the Susilo Bambang Yudhoyono administration. To qualify for the program, a school teacher must first of all have a four-year diploma or an undergraduate degree from a recognized tertiary institution. Junior teachers with achievements are encouraged to take part in a teacher certification program through teacher training that lasts two semesters; senior teachers are required to take part in teacher certification through portfolio assessment. These two types of teacher certification are conducted in more than 35 in-service teacher certification centers throughout Indonesia. The majority of these centers are located in state and private universities that were once teachers' colleges and are still running teacher training programs. Successful participants will receive an "Educator Certificate" entitling the holders to, among others, financial incentives and chances for career promotion.

Juliana(2012) states thatthe purposesofteacher certificationare:

1. To determinethe feasibility ofcarrying outdutiesas ateacherin alearning agentandachieve national education goals,
2. Toimprove theprocessandquality ofeducation,
3. Toelevate the status ofteachers,
4. To elevate the professionalism of teacher.

2.2 Professional Teacher

The term of profession comes from professionalism.

In Indonesian English Dictionary, profession means work. Profession is an occupation; professional is the ability or expertise in holding a particular position, while professionalism is the soul of the profession and professional.

Law Teachers and Lectures Number 14 year 2005 mentions that Teacher is professional profession. The indicator is teachers have retained based on theoretical knowledge. Teachers have code of ethics and professional associations which are intended to enhance the status of their members. Professional organizations usually have specific requirements to become a member. Even so, the professional term is also used for an activity that we receive payment, as opposed to the word of the amateur.

2.2.1 Characteristics of Professional Teacher

According to Rohmi Kusnendar in her article, professional teacher has characteristic below:

1. Having a good teaching skill. Teachers who have a high pedagogical competence is a teacher who always has an excellent teaching skills, which in many ways in selecting models, strategies and teaching methods appropriate to the characteristics and the characteristics of the Basic Competence learners.
2. Having an extensive knowledge. Teachers should continually develop their knowledge by increasing mastery of knowledge on

a continuous basis so that the knowledge he has constantly evolved to keep track of the time.

3. Mastering curriculum. The curriculum can be changed according to user needs and input of expert graduates. So in implementing curriculum teachers are as facilitators in the learning process.
4. Mastering the instructional media. Professional teachers should be able to master the medium of learning, development tools/ media competency-based learning can be both local and modern ICT based.
5. Mastery of technology. Mastery of technology is absolutely required by the teacher. Teacher can enlarge their knowledge and creates modern learning method.
6. Having a good personality. If a teacher has characteristics like the above, science will be taught as well. Many students hate a learning process from teacher who has hard, rough and tough way in teaching.
7. Being a good role model. Teachers should be good role models for students. Teachers as professional educators are required to always be an example to the people around him. The public will see how the attitudes and actions of teachers every day, whether there is or is not exemplary.

2.2.2 Basic Skill of Teaching

Bondan (2010) explains eight skills that have to be mastered by a teacher:

1. Skill of asking basic
2. Skill of providing reinforcement
3. Skill of holding variations in teaching learning
4. Skill of explaining
5. Skill of opening and closing lessons
6. Skill of leading a small group discussion
7. Skill of classroom management and discipline
8. Skill of individual teaching

2.3 Professional Development

Glatthorn quoted by Eleonora Villegas and Reimers (2003) states that Professional development, in a broad sense, refers to the development of a person in his or her professional role. More specifically, Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically. The professional development of teachers is a key factor in ensuring that reforms at any level are effective. Successful professional- development opportunities for teachers have a significant positive effect on students' performance and learning. Thus, when the goal is to increase students' learning and to improve their performance, the professional development of teachers should be considered a key factor, and this at the same time must feature as an element in a larger reform.

2.3.1 The Way to Develop Professionalism

Sukanti (2012) mentions the types of professional development activities include self-development that includes; functional Training: courses, training, upgrading, other forms of training. And Teacher collective activities:

1. Joining workshop or in house training, seminars, colloquium, panel discussions, or other forms of scientific meetings for the preparation of the curriculum and learning activities based Information and Communication Technology either as a discussant or participants
2. assessment, development of instructional media or other activities to teacher professional development activities
3. joining the collective activities of other appropriate duties and obligations associated with the professional development of teachers.

Eleonora Villegas and Reimers (2003) explain that there are some standards and related indicators can help improve the quality of professional development. They are:

1. Providing a clear vision of high-quality professional development that recognizes local needs, priorities, and resources.
2. Guiding planning, designing, implementing, and evaluating high quality professional development, including both professional development programs and an entire professional development agenda.

3. Supporting alignment of professional development with goals for improving student learning and state, district, and school policies and priorities.
4. Informing allocation of resources for professional development.
5. Defining accountability for ensuring that professional development is of the highest quality and readily accessible to all teachers.

2.4 Research Previous Study

A study about professionalism has done by Grace Ika Yuwono and Lesley Harbon. The research is published in *The Asian EFL Journal Quarterly* in September 2010. The study, entitled *English Teacher Professionalism and Professional Development: Some Common Issues in Indonesia explores the notions and issues of professionalism and professional development of English teachers in Indonesia*. The paper is based on some of the findings of a fieldwork conduct in 2007, in which 46 English teachers are interviewed. The aim of the study is to investigate the nature of professionalism as perceived by Indonesian EFL teachers. Findings from interview data suggest that English teacher professionalism in Indonesia is unique, is often different from what is constructed by common literature on teacher professionalism, and can be elaborated in terms of five areas. Those areas are: (1) motives for entering the profession, (2) teaching rewards, (3) the wider society's views about teaching profession, (4) English teachers' career progression, and (5) teachers' perceptions on the meaning of professional EFL teachers. The paper has explored how English teachers in Indonesia perceive and construct their

professionalism and professional development in terms of their motives of becoming a teacher. It is different with the present study.

The present study shows how teachers implement teacher professional development, whether there is the differentiate before the teachers get educator certificate or not. The study focuses on the way teachers develop the professionalism especially in teaching learning process, the problems that face in professional development, and also the solution to solve the problems.