

# Step Into Your Dream Role as a Professional Educator

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## ABSTRACT

*The essence of education is to release the shackles that shallow the human mind and heart. Education essentially makes humans free creatures, free to think, express, and free to work. However, in its implementation, many obstacles are faced such as inadequate facilities, infrastructure, and educators and some who lack integrity. The problems in the world of education, mainly refer to the performance and loyalty of educators who will later determine the success and achievement of educational goals. This journal is a reference for educators to increase the sense of responsibility and professionalism of teachers, and also to inspire enthusiasm to be more passionate about the profession of education.*

**Keywords:** Competence, quality, educators and professionalism.

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## A. INTRODUCTION

The development of globalization is reflected through contestation between individuals who invite them to progress in thinking, and are competitive by offering various innovations to provide solutions to problems in various aspects of human life. Not only is it a challenge, it is also a threat to a nation that is not ready to face it. The fundamental effort in facing the progress of science and technology is to develop Human Resources (HR) so that they can manage and operate it. The initial step to start a change begins with developing teacher professionalism, this is very important because teachers are the spearhead of national change that will shape human mindsets and characteristics, so that they are ready to answer existing challenges. Teacher professionalism will be seen through their responsibility and

enthusiasm to continue learning, upgrade his ability also increases his insight, adapts to the development of the times and has a broad view by reading many books and attending various training for the advancement of the world of education. Of course this is a benchmark and reference for how much effort teachers make to improve their quality and quality as educators.

A teacher who is unable to produce a quality learning process can be caused by low competence, the unwillingness and inability of teachers to adjust their insights and competence can lead to low quality education in schools. Government Regulation Number 19 of 2005 concerning National Education Standards requires teachers to have a high level of competence, in the four competencies that are the competence of an educator, namely

pedagogical, personality, professional, and social competence. The main task of a teacher will be effective if the teacher has a certain degree of professionalism which is reflected in the competence, expertise, skills, or skills that meet certain quality standards or ethical norms.(Danim, 2010).

Teacher competence is the competence, ability and skills possessed by someone who is tasked with educating students so that they have noble and lofty personalities as is the aim of education.(Trianto, 2010).According to The Greatest Showman (2007)teacher competence is a combination of personal, scientific, technological, social, and spiritual abilities that comprehensively form the standard competence of the teaching profession. A teacher needs good competence so that he can develop and present actual learning materials using various approaches, methods, and the latest learning technologies in schools, which will have a positive impact on improving the learning process itself, and can also produce high quality education.

Teachers as professional educators have a good image in society if they can show society that they are worthy of being role models around them, society will especially see the attitude and actions of the teacher every day. To create a professional teacher in producing and improving the quality of human resources as explained in this paper.

## **B. METHOD**

The method employed in this research is library research, a qualitative approach that centers on the exploration and critical analysis of existing literature and scholarly works. This method involves systematically gathering, reviewing, and synthesizing information from various academic sources, including books, journal articles, research reports, and official publications related to the enhancement of educator quality. By focusing on

secondary data, the study draws insights from both classical theories and contemporary discussions surrounding professional development, pedagogical competencies, and institutional support mechanisms for educators. The selected sources serve not only as a theoretical foundation but also as a means of identifying patterns, gaps, and best practices that have emerged across educational settings. This approach is particularly effective for conceptual inquiries where field data may be limited or where the goal is to develop a comprehensive understanding of existing knowledge before proposing context-sensitive solution.

## **C. RESULT AND DISCUSSION**

### **1. Professionalism of Educators**

Professionalism comes from the word profession, which means a field of work that someone wants or will pursue.Profession can also be defined as a particular position or job that requires special knowledge and skills learned through intensive academic education.

Etymologically, the term profession comes from English, namelyprofessionor Latin,advanced, which means to acknowledge, there is recognition, to declare capable, or expert in a job. While in terminology, profession means a job that requires higher education for both the doer which is emphasized on mental work, namely the requirement of theoretical knowledge as an instrument to carry out practical actions, not manual work. So a profession must have three main pillars, namely knowledge, expertise, and academic preparation. (Rusman, 2013: 15).

According to Kunandarit was also mentioned thatprofessionalismcomes from the word profession which means a field of work that someone wants or will pursue. Profession is also defined as a certain position or job that requires special

knowledge and skills obtained from intensive academic education. So, a profession is a job or position that requires certain skills. ((Kunandar, 2007: 45).

As for the word Professional, (Usman, 2006: 14) provides a conclusion that a professional job requires several fields of science that must be deliberately studied and then applied for the public interest. The word professional itself comes from an adjective meaning a livelihood and as a noun meaning a person who has expertise such as a teacher, doctor, judge, and so on. In other words, professional work is work that can only be done by those who are specially prepared for it and not work done by those who cannot get other jobs. Based on this understanding, the definition of a professional teacher is a person who has special abilities and expertise in the field of teaching so that he is able to carry out his duties and functions as a teacher with maximum ability.

As for the definition of professionalism itself, it is a view that certain skills are needed in certain jobs, which skills can only be obtained through special education or special training. Professionalism teacher is a condition, direction, value, purpose and quality of expertise and authority in the field of education and learning related to a person's work as a livelihood. Meanwhile, a professional teacher is a teacher who has the required competencies to carry out educational and teaching tasks. In other words, it can be stated that the definition of a professional teacher is a person who has special abilities and expertise in the field of teaching so that he is able to carry out his duties and functions as a teacher with maximum ability. (Rusman, 2013: 18).

From the explanation above, it can be concluded that a profession is a position, professional is the ability or expertise in holding a certain position, while professionalism is the soul of a profession and professional.

## **2. Efforts to Improve Teacher Professionalism**

The ideal teacher is a product of the balance between mastery of teaching aspects and scientific disciplines. The two do not need to be opposed, but rather how the teacher's personality is forged and the mastery of the material is honed. The personality of a complete and quality teacher is very important because this is where professional responsibility arises and becomes the core of professional strength and readiness to always develop oneself. The teacher's job is to stimulate the potential of students and their teachers to learn. Teachers do not make students smart. Teachers only provide opportunities for that potential to be discovered and developed.

In relation to the above, efforts to improve the teaching profession in Indonesia must at least face and take into account four factors, namely:

### **a. Availability and Quality of Prospective Teachers**

We honestly admit that in the past and present the teaching profession does not provide a sense of pride. There are even teachers who are ashamed to be called teachers. The feeling of inferiority to other potentials still lingers in the hearts of many teachers. We still rarely hear teachers say loudly, "This is me."

The lack of pride will affect work motivation and the public image of the teaching profession. Many teachers consciously or unconsciously promote their lack of pride to the public. The phrase "I am enough as a teacher" is often still heard from teachers' verbal. This phrase is then translated as a profession that does not promise a bright future. The gloom of the future is often sung excessively as if it were the most unfortunate profession on this beloved earth.

So far, the choice of high school graduates to study at teacher training institutions (pre-service education) is still not evenly distributed, reflecting a conscious primary choice. As a result, if they become teachers, they certainly do not fully understand and appreciate the meaning of the teaching profession. Functional positions are expected to be a special attraction for the teaching profession. This attraction reflects society to give its own meaning both in an effort to arouse a sense of pride and in an effort to find quality teacher seeds.

#### **b. Pre-department Education**

The field of teacher work only deserves special recognition, when the ranks of teachers provide expert treatment, which can only be provided through pre-department education. On the other hand, they have never gone through the pre-department level of education, and do not have the ability to provide the special services in question. There are two steps that need to be taken to achieve the desired state.

First, To ensure the possession of initial professional skills, screening of prospective pre-service education participants needs to be carried out effectively, both in terms of potential abilities, relevant personality aspects, and motivation. In addition to requiring an effective screening mechanism, the teaching profession will obtain quality candidates if the screening is carried out on relatively qualified candidates. In other words, such a situation is supported by the reward system, making our best sons and daughters interested in entering the teaching profession.

Second, Pre-service education must systematically prepare prospective teachers to master professional skills. Some argue that to

become a teacher, one only needs to have a solid mastery of the field of science of the source of teaching materials, the teaching ability to be able to process and present the material to students will grow by itself from experience. While others argue that if prospective teachers master the field of science of the source of teaching materials and if they are given educational knowledge and teaching techniques, the synthesis process into the form of teaching skills can be done individually, quickly or slowly. In other words, preparation is indeed necessary, but it is limited to providing educational knowledge and teaching technology, which are individually tried to be applied by each candidate who has mastered the science of teaching materials.

Meanwhile, adherents of systematic pre-service education providers argue that in addition to requiring mastery of the field of science of teaching material sources, professional teaching work also requires educational insight as well as teaching knowledge and skills. Furthermore, mastery of the field of science of teaching material sources and theories and educational teaching skills can only be integrated into learning strategies if the learning experience in pre-service education provides opportunities for the formation of these teaching-educational skills systematically. In other words, pre-service teacher education must succeed in forming an appreciation of the desired future Indonesian people and society, understanding the present Indonesian people and society who are the subject and background of its work, in addition to mastering educational teaching materials and procedures

guided by responsiveness based on wisdom, so that graduates are able to manage teaching and learning programs for the real contribution to the realization of the desired future Indonesian people and society.

Pre-service teacher education must be conducted in a truly solid manner if we want the ranks of teachers to consist of professional staff.

**c. Construction mechanism in the department**

There are three efforts in organizing various aspects and stages of handling coaching in the professional position of teachers. The three efforts are:

First, that in the mechanism and procedure of awarding aspects of expert teacher services need to be developed. Unlike the higher education level which has implemented this mechanism for a relatively long time, the elementary and secondary education levels have no experience in this matter at all. Not only that, if the higher education level has a collegial culture that has been a tradition for quite a long time, on the contrary the world of elementary and secondary education is characterized by a solid hierarchical structure.

Second, The current assessment system at the elementary school level and also the supervision system at the high school level clearly require fundamental adjustments. It is no longer permissible for a head of one type of high school to be promoted to become a supervisor, let alone for another type of high school. Even for the high school level, the need for subject supervisors may have to be considered, although their hierarchical relationship with teachers in the field requires many adjustments.

Third, Openness of information also requires a wide range of opportunities to achieve higher normal quality, say S1 and even S2 and S3. If only 25% of the ranks of elementary school teachers have the opportunity to occupy the rank level that requires S2 education and 3% have the opportunity to occupy the rank level that requires S3 level, one can imagine the additional work that needs to be handled by educational institutions for educational personnel, both in terms of capacity and in terms of the development of the required programs. Because it can easily be imagined that once again for the sake of the reliability of expert services needed by the education system, new programs need to be developed according to needs. Meanwhile, in terms of capacity, the credit collection mechanism that does not entirely require full attendance on campus as is common in developed countries, must be developed as soon as possible. (Syafuruddin and Usman, 2002: 24).

The development of professional attitudes does not stop when prospective teachers receive pre-service education. Many efforts can be made to improve the professional attitude of teachers during their service as teachers. As mentioned, this improvement can be done formally through activities such as attending training, workshops, seminars, or other scientific activities, or informally through mass media such as television, radio, newspapers, and magazines or other publications. In addition to improving knowledge and skills, these activities can also improve the professional attitude of teachers. (Soetjipto and Kosasi, 1999: 55).

**d. The role of professional organizations**

It has been stated above that supervision of the quality of service in a professional field is carried out in a peer-to-peer manner, either through individuals or through professional organizations. Supervision is not carried out on the basis of power as occurs in the labor union environment. Instead, supervision is carried out by a group of experts who are guided by true professional values, namely the dedication of expertise for the benefit of the people.

Proper handling of all aspects and stages of the teacher procurement system, namely recruitment, pre-service education, appointments and in-service training (Inservice training) will have a positive impact on the professionalization of the teaching profession, which is given a great opportunity by the government's decision to functionalize the teaching profession.

Rewards that are not based on appreciation for expert services will backfire, namely larger reward funds are given to parties who are not entitled, the interests of the future of the nation are neglected, the ranks of professional teachers fail to be realized and are replaced by groups that obtain special rights because of opportunities, not because of their reliable expert services. Therefore, we hope that decision makers of professional organizations, ranks of teachers, and the wider community are given clarity of mind and firmness of stance in trying everything necessary to realize and improve efforts to professionalize the teaching profession through the functionalization of its position in Indonesia. (Syafuddin and Usman, 2002: 29).

### 3. Professional Teacher Indicators

According to Soedijarto, a professional teacher must have six criteria, namely: (1) Understand students with their background and abilities, (2) Master the discipline as a source of learning materials, and as realms of meanings and ways of knowing, (3) Mastering the subject matter, (4) Having in-depth educational insight, (5) Mastering educational engineering and technology, (6) Having personality and the soul of Pancasila. (Ma'mur, 2011: 59).

The requirements for a professional teacher are as follows: (1) A teacher must have piety, (2) A teacher must have broad scientific insight, (3) A teacher must be in good physical and spiritual health, (4) A teacher must behave well. (Drajat and Effendi, 2014: 48).

### D. CONCLUSION

The conclusion of this study is that a profession is a position, professional is the ability or expertise in holding a certain position, while professionalism is the soul of a profession and professional.

The ideal teacher is a product of the balance between mastery of teaching aspects and scientific disciplines. The two do not need to be opposed, but rather how the teacher's personality is forged and the mastery of the material is honed. The personality of a complete and quality teacher is very important because this is where professional responsibility arises and becomes the core of professional strength and readiness to always develop oneself.

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