

Good Teacher, Qualified Teacher, and Professional Teacher: Facing the 21st Century Global Changes

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ABSTRACT

The role of the teacher cannot be separated in the teaching and learning process. In fact, teachers hold an important role to improve the quality of education especially for facing 21st century global change. In this globalization era, it drives to the increasing need of knowledge and communication to survive. It forces the teacher to take the responsibility to fulfill what the students need since the teachers meet directly with the student to meet the 21st century skills. Thus, teacher quality may strongly influence and affect the educational quality. Discussing teacher quality, some terms will come out; good teacher, qualified teacher, and professional teacher. In developing countries, those kinds of teachers are very needed to improve the quality of education. In fact, it is very rare that a teacher has three of them. Despite that, it becomes a confusion regarding those terms. Are they different? And how can they be different? In this article, it will discuss the differences between a good teacher, qualified teacher, and professional teacher. After defining the differences of them, we can see which one is appropriate to be improved for a developing country where in this research is for Indonesia case. In conclusion, referring to some matters in Indonesia, professional teachers should be concerned by the government to achieve the good quality in education.

Keywords: good teacher, qualified teacher, professional teacher, and 21st century skills

INTRODUCTION

In this century, globalization influences every aspect of life including education. It affects the rising concern about communication and knowledge (Yürekli Kaynardağ, 2017). The situation and condition of education totally changed in every decade both in developed countries and developing countries. The teacher- as the actor who directly faces the students- takes the responsibility to adapt what the students' need in order to meet the real world (Ponniah, Sivanadhan, Kumar, & Nadarajan, 2019). In fact, teachers straightly take the responsibility toward the children as a role of parents in the school. Thus, the responsibility of teachers becomes harder in this global changing.

Now, we are in the 21st century era which is indicated by the rapid technology development. It influences many aspects of life. In this globalization, we face many

problems naturally, socially, and economically (Chu, Reynolds, Tavares, Notari, & Lee, 2016); climate changes, lack of resources, racism both ethics and religion, age gap, technology enhancement, goods demand, country expansion, etc (Okogbaa, 2017). Thus, the children must be prepared in order to survive in this global change and education play important role for that. Boholano (2017) mentions that knowledge, skills, and student and teacher behaviour becomes the advancement in the technology development. In addition, as explained in Partnership for 21st century skills (P21), the 21st century skill can be identified into; basic skills (English skills e.g. spoken language, reading comprehension, writing; mathematic; science; economics; art and humanities; foreign language; and history) and applied skills (critical thinking/problem solving; oral and written communication; collaboration; diversity; technology utilization; leadership; innovation and creativity; lifelong learning; professionalism; and social responsibility (Fadel, 2010). In fact, those skills are not the new one but reforming and revitalizing for the current situation.

In learning activity, the teacher becomes one of the three important elements beside student and learning material. Teachers become a model and an artist for the students (Squires, 2003). It is because the teachers engage directly with the student so that teachers have a big influence toward the students (UNESCO, 1990). The student Teacher has an important role in the teaching and learning activity. In the teaching and learning process, Harden & Crosby (2000) define that there are twelve roles of teacher which are grouped in six major roles of teacher. They are; a) teacher as facilitator; learning facilitator and mentor; b) teacher as role model; on-the-job role model and teaching role model; c) teacher as information provider; lecturer and practical teacher; d) resource developer; resource material creator and study guide producer; e) planner; course organiser and curriculum planner; and f) assessor; student assessor and curriculum evaluator. Thus, those twelve teacher's roles should be fulfilled by teachers.

Furthermore, in the relation with those roles, the teachers directly got the responsibilities toward the students. Thus, being a facilitator means that teachers become a mentor who facilitates the student in the learning process. As the learning facilitator and mentor, the teachers manage a group of students to achieve the learning goals (Thomas, 2010), even to facilitate the students in order to improve their knowledge skills to engage in the community (Ellerani & Gentile, 2013). Then, the teacher is a role model. In the learning process, the students observe what their teachers do. The teacher's action, behaviour, even statement bring big influences to the students (Lunenberg, Korthagen, & Swennen, 2007). Thus, the teachers carry moral values to emphasize the positive

characterization toward the students (Narinasamy & Logeswaran, 2015). Furthermore, the teacher is an information provider which means that the teachers are one of the information or knowledge resources and transfers them for the students. This role is the main role of teacher (Todoreescu, Popescu-Mitroi, & Greculescu, 2015). Next, the teacher is a resource developer. This role means that the teachers need to adjust the learning material in order to appropriate the learning process and students need to reach the learning goal (Salas, 2004). Then, the teacher is a planner. It means that the teachers organize the learning process and create a learning schedule or program for the students. Thus, the teacher should be engaged in preparing and developing the curriculum in order to meet the students' needs (Jadhav & Patankar, 2013). Lastly, the teacher is an assessor. In the learning process, the teachers need to assess and evaluate both curriculum whether to determine that it meets the student's needs or not and the student in order to understand the learning improvement of the students.

Moreover, those twelve roles have been changed from the traditional teacher's role. In traditional ways, the teachers give information to the student where the teachers become the main actress who controlled the learning process in the class (Xhemajli, Cyril, & Methodius, 2016). In addition, the changing role of teachers comes out into educational innovation. The teachers should understand the nature of learning of the students; in learning; how to know, how to understand, how to develop, how to behave, how to think, etc. Those roles give the teacher authorities toward the learning process to have good classroom management (Esmaeili, Mohamadrezai, & Mohamadrezai, 2015). They bring the teachers into the educational reform to improve the teacher quality because the teacher should aware the whole thing which related to the student and engage them in classroom participation (Vighnarajah, Wong, & Abu Bakar, 2008)

In the relation with quality of education, improving of teacher quality needs to be considered. The quality of the teacher becomes the key role for education to prepare the student in facing the challenge of globalization (Jusuf, 2005). Students are the next generation in the society in order that they need to be prepared. Thus, teacher quality has a big influence toward the student achievement (Darling-Hammond, 2000). Defining the teacher quality is a little bit complicated, but it can be measured in; experience, knowledge, credential, academic knowledge, etc. (Heck, 2007). Regarding the term of teacher quality, it will come up with other terms; good teacher, qualified teacher, and professional teacher.

In conclusion, from those terms, it needs to be considered which one is the most appropriate to improve the teacher quality.

Regarding the terms of 'good teacher', 'qualified teacher', and 'professional teacher', this study tries to answer the following questions; can the terms be said similar? And If they are different which one is better to be improved in Indonesia case? In order to do that, we can clearly understand that those terms are different and can determine which one is the most appropriate to be improved along with the improvement of the quality of education in Indonesia.

OBJECTIVES

As mentioned before, we can not abjure the role of teacher toward the students' behaviour and achievement. Teachers have a big responsibility to engage the students to gain learning improvement in the class. In order to do that, the need for a quality teacher is crucial in this current situation even to face the global changes. Nowadays, the students must acquire the 21st century skills that become the emerging challenge for the teachers. Looking back to this situation, this research is expected that by defining about what the quality teacher is which is in the term of 'Good Teacher', 'Qualified Teacher', and 'Professional Teacher' may become on of the path ways about how to improve the teacher quality in Indonesia to prepare the students in this global changes era.

LITERATURE REVIEWS

Linguistically, the word *teacher* is derived from word *teach* which means that an action to transfer knowledge to someone (Walter, 2008). It is added by suffix *-er* which indicates '*person*'. Thus, teacher refers to someone who is in charge in the classroom to transfer information, values, and knowledge to someone in the learning process (Ravitch, 2007).

Teacher refers to a professional educator which has responsibility in educating, teaching, supervising, guiding, training, assessing, and evaluating children in formal education, primary level, secondary level, and higher secondary level (People Consultative Assembly, 2005). Thus, those roles should be engaged by the teacher to increase the teacher quality. In fact, since the teacher quality has a big influence and is linked toward the student achievement (Darling-Hammond (2000), Stronge, Ward, Tucker, & Hindman (2007), improving teacher quality needs to be concerned. A good quality teacher should become an effective educator who has; classroom management skills, background

qualification, well-prepared, and knowledgeable (Bernard, 2015). As mentioned above, in talking about teacher quality, it will be driven into some terms; good teacher, qualified teacher, and professional teacher. In understanding the terms, it needs to be defined in each.

1. Good Teacher

The term 'good teacher' commonly appears. 'Good teacher' refers to someone who understands the student. Becoming a 'good teacher' is not necessary to follow what the student wants to do. A good teacher has highly-motivated a person in learning to have complex thinking and behaviour to accelerate and improve the student life (Quinn, Heynoski, Thomas, & Spreitzer, 2014). In fact, judging 'good' or 'bad' to the teacher is sensitive because it sounds too subjective which it depends on who judges it. Judging whether the teacher is good or not may be an abstract thing. Since each person has their own criteria to determine what a 'good teacher' is. To universalize it, it needs to be understood the criteria about what makes a 'good teacher'. The criteria of good teacher by UNESCO (2000) can be; being a good friend, threatening the student well, being fair, loving their job as a teacher, having good competence, being wise, becoming a good role model, helping the students, being a good guidance, and good personality. In addition, the characteristics of a 'good teacher' can be seen in; a) personal relationship between student, school members, parent, even society; b) personality; c) intelligence; and d) experiences (Ida, 2017). Thus, a 'good teacher' refers to someone who has a good personality, motivated person, and has a good relationship with the students in order to meet the student's needs.

2. Qualified Teacher

In addition, nowadays, 'qualified teacher' becomes the standard whether the teacher has a good ability or not. Where most countries put teacher qualification as the standard requirement for becoming a public teacher such as the United Kingdom (Department for Education of England, 2013). Moreover, the qualified teacher needs to have a certificate of bachelor degree and competence certificate of the teaching field which can be from university, institution, even government (Darling-Hammond & Berry, 2006). In addition, in Wales, the teacher qualification becomes one of the main concerns of the government, since teacher education brings the personal development of the teacher (Welsh Assembly

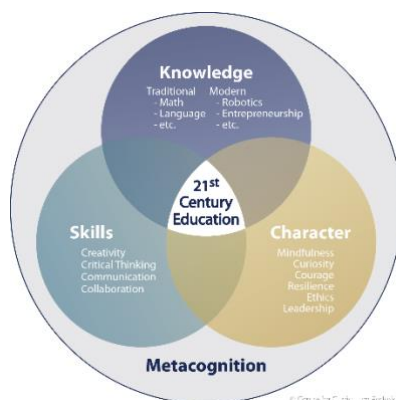
Government, 2009). The term 'qualified teacher' also can be said as 'well-educated teacher' which means having passed formal education. Although it has influence toward the teacher quality, it is not significant. Even more, in the relation between teacher qualification and student achievement, qualified teachers give only small influence (Zuzovsky, 2009). Qualified teacher must have pedagogical knowledge, then it must affect the student's achievement, but the most important thing is that it should be supported by the personal quality of the teacher (Kola & Sunday, 2015). Thus, a qualified teacher cannot guarantee whether it can improve the student's achievement or not.

3. Professional Teacher

Becoming a teacher is a job. It is a must to be a professional teacher. Having professional behaviour as an educator, the teacher should think, do, and act like an educator (Lunenberg, Dengerink, & Korthagen, 2014). The teacher can be a professional educator by having professional development and participating in professional activities; workshop, conference, seminar, observation program, qualification program, research, coaching, mentoring, etc. (OECD, 2009). Those activities enhance the teacher to improve the teachers' knowledge in teaching. When having professionalism, the teacher has skill, competence, values which achieve the highest level in sense of teaching (Demirkasimoğlu, 2010). There are some indicators of professional responsibility which can define the professionalism of a teacher educator; teaching reflection, maintaining student record, interacting with parents, contributing with the society, participating in professional development events, and showing professionalism (Creasy, 2015). Professional teachers can use appropriate methods to engage all of the differences of the student. Thus, professional teachers have efforts to develop their competence in teaching to improve the quality of education for the student.

DISCUSSION

In the face of education in the 21st century, it causes many challenges for the teacher, especially for developing countries including Indonesia. Moreover, the technology and globalization drive the teacher to teach in an innovative way. Regarding the terms of 'good teacher', 'qualified teacher', and 'professional teacher', they play an important role in improving teacher quality as straight as the educational quality. To have a clear view regarding the 21st century skills, Bialik & Fadel (2015) categorize by four educational dimensions; knowledge, skills, character, and metacognition.



Source: Bialik & Fadel (2015)

Furthermore, in the relation between teacher and educational system, Rathi (2015) states that society is affected by the educational system and the educational system quality depends on the teachers. Also, teachers are one of the important factors which influences the student learning (Wright, Horn, & Sanders, 1997). It means that the teacher has a right and responsibility to decide about what the students can learn and about what information that students have. Thus, regarding that condition, for preparing the students to face the global changes in the 21st century, the teachers have a big responsibility for preparing them.

Defining a good teacher is difficult because it may become subjective. To judge a 'good' or 'bad' teacher is abstract also depending on the personal feeling of the person. In addition, Darling-Hammond & Youngs (2002) argue some points related to highly qualified teacher; (1) teacher effectiveness is not influenced by the teacher education and certification; (2) knowledge and verbal ability is the most influential factor towards the teacher effectiveness; (3) completing the teacher's education program is well-prepared teacher; and (4) teacher retention and effectiveness may be affected by Alternative certification programs (ACPs). Furthermore, teachers should improve their ability in order to seek the teaching strategy and involve the current issue and situation into the learning process. Being professional, it does not mean that the teacher should know everything and answer everything. Okogbaa (2017) explains that the teacher should be able to have evaluation skills and willingness to gain a new answer about a problem. Besides, they should be able to read the current situation then utilize them as the learning resources to improve and achieve the teaching goals.

Concerning the teacher problem in Indonesia, only a small number of the teachers have awareness in developing their knowledge in teaching (Sulisworo, Nasir, & Maryani, 2016). They tend to be satisfied with their condition without considering improving their

knowledge by attending some workshops, doing research, and participating in conferences. Thus, they lack awareness to improve their teaching ability. In order that, there is no improvement in teaching competence and teaching technique in the teaching and learning process (Yulia, 2013). Furthermore, without upgrading or improving their skill and knowledge, the teacher will find it difficult to engage the student in an effective-learning classroom. Then, it affects the decreasing student achievement. In order to solve the problem, Indonesia needs to improve their 'professional teacher' to develop their good teaching skill to develop an effective learning process. Thus, to improve the teacher quality, the teacher should improve their instructional practice regularly (Rahman, 2016). Jamil (2014) states that putting the professionalism and profession of the teacher as a concerned area may be an effective way to improve the teaching quality in educational development for many countries.

CONCLUSION

In conclusion, the changing role of teacher affects the improvement of teaching quality. In the relation to improve the student achievement, improving teacher quality needs to be concerned. Teacher quality drives out some terms of; 'good teacher', 'qualified teacher', and 'professional teacher'. In summary, 'good teacher' is related to teacher personalization in understanding the students. 'Qualified teacher' can refer to 'well-educated teacher' which has competence which is proven using a certificate of competence or degree. Then, 'professional teacher' can be said as a teacher who has professional behaviour in thinking about how to act like an educator and aware in developing their skill and knowledge. In facing the global changes in this 21st century, the students need the P21 skills and the teacher has an important role to deliver those skills to the students because the teacher has a big influence toward the learning activity of the students. The teachers should adapt to rapid technology development in creative and innovative ways. To gain and achieve them, the teacher should improve their professional knowledge regarding the teaching strategy. Thus, by those reasons and conditions, the most appropriate one which should be improved in Indonesia is 'professional teacher'.

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