

REFLECTING BACK ON THE PROFESSION OF TEACHER

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Abstract

Education is closely related to various resources in it, including teachers. 2022 is the year of building the foundation of education by incorporating elements of technology in it. With the theme "The Transformation of Education Begins With Teachers", the commemoration of world teacher's day in 2022 emphasizes the aspect of educators as the frontline for changes in the education system. For this reason, the government needs concrete steps to support this international scale program. This paper aims to dig deeper into the education system in Indonesia, so that in the end it is able to provide an alternative discourse on reflection on the profession of a teacher. Research is a type of normative research. Data collection through literature review. Data analysis through the process of triangulation. The results of the research show that the problems of education in Indonesia still receive extraordinary support from the community, one of which is through various programs organized by groups and non-governmental organizations. This is a slap in the face for the government considering that there are still many problems in the world of education in Indonesia which often recur from time to time but are still unresolved.

Keywords: Teachers, Education, National Education System

Abstrak

Pendidikan lekat dengan berbagai sumberdaya yang ada di dalamnya, termasuk guru. Tahun 2022 merupakan tahun membangun pondasi pendidikan dengan memasukkan unsur teknologi di dalamnya. Dengan megusung tema “*The Transformation of Education Begins With Teachers*”, peringatan hari guru sedunia tahun 2022 mengedepankan aspek pendidik sebagai garda terdepan perubahan sistem pendidikan. Untuk itulah diperlukan langkah nyata pemerintah dalam mendukung program skala internasional ini. Tulisan ini bertujuan untuk menggali lebih dalam sistem pendidikan di Indonesia, hingga pada akhirnya mampu memberikan wacana alternatif refleksi profesi seorang guru. Penelitian merupakan jenis penelitian normatif. Pengumpulan data melalui kajian pustaka. Analisis data melalui proses triangulasi. Hasil penelitian menunjukkan bahwa problematika pendidikan di Indonesia masih mendapat dukungan luar biasa dari masyarakat, salah satunya melalui berbagai program yang diselenggarakan oleh kelompok maupun lembaga non pemerintahan. Hal ini merupakan tamparan bagi pemerintah mengingat masih banyaknya masalah di dunia pendidikan Indonesia yang seringkali terulang dari masa ke masa namun masih belum terselesaikan.

Kata kunci: Guru, Pendidikan, Sisdiknas

INTRODUCTION

The Covid-19 pandemic has changed various aspects of education around the world, which is accompanied by various new government policies. One of them is online learning that requires more energy, both for educators and students (Ardhyantama et al., 2020). Teachers must be able to position themselves as adaptive to this condition and be able to give birth to various learning innovations. Teachers as a noble profession in every age are faced with a pattern of change that is in the same direction as the development of the industrial world. History records that when the world began to recognize machines, then education should be directed to the mastery of these machines. When the world knows technology, education is also directed at mastering the technology (Sukasni & Efendy, 2017).

The world commemorates teacher's day every October 5th. In 2022, with the theme "*The Transformation of Education Begins With Teachers*", every stakeholder in the world of education is expected to be able to make teachers the frontline in changing the education system. Meanwhile, the commemoration of Teacher's Day in Indonesia is commemorated every November 25. Various themes were raised in this celebration. However, learning in previous years' celebrations, teacher's day is always accompanied by various problems that not only revolve around the education system, but also on the educator aspect. With the big theme of celebrating international teacher's day, the celebration in Indonesia in 2022 was greeted with a discourse on amendments to the National Education Law launched by the Ministry of Education and Culture through the National Education Bill. Over time, the bill has received a lot of scrutiny from various circles, ranging from the omission of the phrase "Madrasah" in Article 31, until the time this article was written, there are still differences of opinion regarding the potential abolition of teacher professional benefits, as stated in Article 105 Letter (a).

Indonesia places education as a civilization building, which is based on a philosophical and fundamental approach, which emphasizes that the progress of a civilization is determined by mastery of the mindset. And this is done through education. Building education means building civilization. The state in this case provides guarantees to citizens of their rights to decent, quality, and non-discriminatory educational services (Suyatno et al., 2019).

Education cannot be separated from the discussion of teachers as one of the actors and reformers (Education et al., 2021). It is through teachers that various policies can

potentially emerge if the government and teachers are able to align the communication process properly. The profession of teacher is an honorary profession, considering that in many countries, this profession is not an easy profession to get. Teachers must go through a strict set of administrative and competence requirements. It is commensurate with the appreciation of society to this profession, in addition to the guarantee of welfare provided by the state. This fact is in some different realities from education in Indonesia, where the teacher profession is still a struggle with a steep road that is faced with regulatory problems at any time, curriculum implementation, and other demands (OECD, 2015).

Various opportunities are also shown through the success or achievements of Indonesian education in the international arena (Soedijarto, 2009). However, this cannot be used as a benchmark and generalization of the success of the education system in Indonesia. In many regions, education is pursued and promoted by the community, private institutions, and community organizations that care about the world of education. This confirms the large role of civil society in building Indonesian education. The guarantee of the right to education that should have been provided by the state was precisely "taken over" by citizens.

Education in its implementation does require the role of citizens to participate in the success and strengthening of the system (Sunarti et al., 2022). But on the other hand, the obligation to fulfill rights is carried out by the state. In this case, the state is obliged to prepare various educational facilities, ranging from regulation to implementation in the field, as mandated by the 1945 Constitution. Problems in the field often experience obstacles along with changing regulations, until the education unit feels "stuck" in the regulations and has to implement them. Teachers as direct implementers in the field are faced with personal ideals and new demands in line with regulatory changes (Sepriani et al., 2021). It is not uncommon to find abandoned teacher administrations and teachers have to add more time to complete them.

It is not easy to unite voices in the education system, given the many things that must be addressed (Marmoah et al., 2021). At least this can be started by strengthening the parent regulation or law which is not only an expectation, but also has indicators that the education system that is built is able to be implemented in all regions of Indonesia that are diverse in ethnicity, culture, religion, geography, as well as aspects of information and technology affordability.

Each country has its own education system that has been built for some time consistently and directed at the characteristics and uniqueness of the nation (Arfani, 2019). Things that cannot be used as the main benchmark in shaping the education system in Indonesia. One of them is the education system in Finland, America, Australia and Japan which has always been used as an educational mecca in Indonesia. In certain points, Indonesia refers to Finland, and to other points to Japan, and so on. If it continues like this, Indonesia will not have an education system that is unique to Indonesia itself. It must be admitted that until now the education system in Indonesia is still groping. This includes teachers as a profession that in developed countries is highly valued for its existence (Isnaini et al., 2021).

Teachers in various studies are mentioned as figures who have transformational potential, as an effort to provide a quality learning process (Arbeiter & Bucar, 2020). The world of Indonesian education is currently still warm with the concept of meaningful learning for students that involves personal, personal, and professional aspects through the achievement of certain experiences.

Teacher creativity in modifying or developing a learning process is needed as an effort to create meaningful learning. Learning interactions between educators and learners must be carried out as systematically as possible so that they can be optimal. That's why teachers in the learning process of educational management perspectives require planning, implementation, and evaluation (Sukmayadi & Yahya, 2020).

Teachers in the perspective of developed and developing countries differ in attention by the state. In developed countries, teachers have a high position in line with various policy directions (economy, culture, tourism, etc.) (Schnepfleitner & Ferreira, 2021). While in developing countries, teachers still occupy positions swayed by anxiety at changes in government regulation (Rizal et al., 2019). Based on the description above, this paper seeks to dig deeper into the education system in Indonesia, so that in the end it is able to provide an alternative discourse on how to reflect back on the teacher profession.

METHODS

Research is a type of normative research. Data collection through literature review is related to the research focus, in the form of literature review, theory and government regulation documents. The primary sources of material in this study are various literature that directly discusses teachers, education in Indonesia, and the development of the world

of education. Triangulation data analysis is used in collecting data; data reduction process; Serving; as well as drawing conclusions.

RESULTS AND DISCUSSION

Education is lifelong learning that will always be pursued by humans. In the context of formal education, teachers are the main managers of the learning cycle (Arif et al., 2021). Teachers play a role in giving learners rights to intertextuality. Like any other profession, teachers have a code of ethics that must be upheld. In addition, the government also provides opportunities for teachers to hold professional organizations. Teachers are a special profession considering their role in collaborating various economic, political, cultural, religious, etc. studies. Technically, what teachers do in the learning process is different from other professions, but teachers are required to be observant and sensitive to any changes in these studies, so that they can then be used as material in learning. Teachers are a strong profession in instilling the character and potential of students, in line with the development of full human resources in accordance with the potential, talents, demands, dignity, and dignity of students (Faisal & Martin, 2019).

A quality education system of a country is shown, one of which is the readiness of various supporting aspects, ranging from regulations to indicators of program achievement. Teachers or educators are human resource factors which are one of these indicators, in addition to leadership and education staff. Teachers in many educational discussions are placed on the side of competence and readiness in managing administration and the learning process. On the other hand, teachers are also the main object in assessing the achievement of learning and competence of students. If you pay attention, the teacher in these various discussions is the main key (Anggreni et al., 2021). However, if you look closely, teachers are only the implementers of the previously established system. It's not fair to think that an outstanding teacher is considered a reasonableness given that it is an inherent obligation. Meanwhile, if the teacher is wrong, it becomes a "news" that is constantly echoed.

The system that has been formed itself is a system prepared by the state through various studies, including political studies (Sharpe, 2016). It is appropriate to say that the policies that determine the survival of the masses are solved by political channels. Teachers from the beginning, especially those who have the status of the State Civil Apparatus / ASN, are directed at the neutrality of choice in politics. This does not mean

that teachers are skeptical or do not need to know about political dynamics. It is precisely through its strength that teachers are able to demonstrate their existence in recommending policies that are in line with the direction of education.

The basic framework of a curriculum in Indonesia is prepared by the government. In its implementation, this basic framework refers to local wisdom and adjusts or involves the development of the world of work. In addition, in the joint responsibility of citizens, the government provides opportunities for the wider community to participate in "educating the life of the nation", where funding can be carried out by the government and the community. The education carried out by the government is based on the National Education Standards, where periodic evaluations are carried out. This evaluation further gave birth to new policies in the world of education. Meanwhile, from the perspective of education units, the evaluation of National Education Standards is carried out through assessment / Accreditation, where education units are assessed based on services that have been carried out, according to indicators set by the government (Fawait & Safaruddin, 2021).

The first point proposed by the education unit in maintaining its existence is in the teacher factor (Pramiarsih, 2019). As an illustration, the school positions itself as an educational institution with International standards. In this case, it is not entirely its International standards that are "sold", but the readiness and success of human resources in the school that have achieved that position. The teacher belongs to the figure in it. What does it mean for a curriculum without its application. No matter how good the curriculum planning is, if the teacher as the implementer cannot carry out, it will still be planning. In the end, planning and long probationary periods must end in a discontinued condition or a change in regulation (Barlian et al., 2022).

Indonesia still has to wait a few more years for its education system, which is no longer changing along with the change of leadership, which seems trial and error for policymakers. The teacher on whom many people rely on him, as a respectable profession, who carries the mandate of "educating the life of the nation" into months of policy one after another. Not finished digesting and maturing, there have been more changes or additions to regulations. The easiest example at the moment is PP No. 57 of 2021 concerning S tandar Nasional Pendidikan /SNP, which was passed on March 31, 2021, in a short time amended by PP No. 4 of 2022 on January 12, 2022. Teachers and education

units have the potential to be complicated by the implementation of regulations that can be changed at any time.

A policy, especially on a national scale, should ideally have gone through various studies and hearing processes with various parties that directly intersect with the theme of the policy (Abidah et al., 2020). A policy cannot be positioned as a "bait" material given to citizens for later joint evaluation. If this is actually done, then from the perspective of education management, a policy has violated the planning function. State policy is a form of alignment with clearly measured citizen expectations, both in planning and evaluation processes.

Quality teachers can carry out quality learning, which in the end is able to produce quality students as well (Rayhana & Tjalla, 2021). At first glance, it is simple, but to reach that level, it must start from a common awareness, both government and society, that teachers are a profession that cannot be carried out under pressure, both administratively and daily activities, especially physical and psychic threats. In fact, teachers are "afraid" of students and guardians; teachers still have to pursue various activities to make ends meet; teachers are burdened with administration; the teacher must expend more energy to pursue a certain level of education; and various other challenges.

However, in various challenges of the national education system, many educational units are able to show themselves as a pioneer in a breakthrough, because of their abilities, both personally human resources and managerially education. One of them is recognition internationally. The success of this education unit deserves appreciation and it is hoped that more and more educational units will be able to create quality education, in line with the times (Karim, 2021). Such an educational unit is able to demonstrate the power of adaptive human resources, including the teacher in it, who holds the "key to the classroom". Meanwhile, externally, the government as an official state institution that has the authority to create regulations is also expected to be able to prioritize realistic aspects of an expectation of the education system in Indonesia. What is successfully done in a country is not entirely generalizable into the Indonesian education system. The geographical uniqueness and pluralism of culture, religion, ethnicity, and access to information-technology in Indonesia are common records of the hope of an education system that has the character of the Indonesian nation.

The problems of the world of education that are repeated from time to time but have not been resolved require a political role in solving them. Educators, especially

communities or educator organizations, do not necessarily have to involve themselves in the world of politics, but rather prioritize strengthening the independence of educational institutions in many aspects (Sidik, 2020). Thus, every education policy in Indonesia will push for the uniqueness of Indonesia through a strong education system on cultural, religious, and regional roots, which strengthens the character of the nation. The big theme of commemorating world teacher's day through "*The Transformation of Education Begins with Teachers*", is not only rhetoric, but is able to provide new enthusiasm, starting from strengthening the quality of human resources in the world of education, to finally achieving complete independence of educational institutions. The government will indirectly strengthen this independence through education policies that favor the personality of the Indonesian nation.

CONCLUSION

The education system in Indonesia adopts from various studies conducted in various countries. However, if examined further, Indonesia through KH Dewantara has launched the foundation of education that is applied starting from awareness of the unique characteristics of the Indonesian nation which cannot necessarily adopt the education system in other countries. Indonesia's education system is a strong education system at the roots of culture, religion, and regionality, which mutually strengthens the character of the nation. For this reason, in the celebration of teacher's day 2022, the government through the Ministry of Education and Culture in the future is expected to no longer dwell on the creation of a new education system, in line with changes in government officials, but starting from overcoming problems from below, from teachers as the frontline of educational transformation; of the teacher as a respectable profession; from the teacher as the holder of the mandate of "educating the life of the nation".

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