

## PHILOSOPHICAL FOUNDATION OF TEACHING AS A PROFESSION AND ITS IMPLICATION ON TEACHER EDUCATION<sup>1</sup>

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### Abstract

This paper aimed at explaining philosophical foundation of teaching as profession and suggesting its implication on the program of teacher education in Indonesia. A history of teacher education is described in the first discussion to provide a background for the idea of teaching as professional occupation. The history of teacher education starting from Dutch colonial era until the Education Law on Teacher and Lecturer number 14 Year 2005 prevailed has a complex dynamic where teachers' qualifications before the education law existed were various. The Education law makes teachers' qualifications more homogenous where it states that a teacher needs to have a full bachelor degree (S1) or at least diploma IV. The demand of law is reasonable because teachers' role and responsibility are very challenging. In accordance with this, the philosophical foundation of teaching as a profession is to achieve education missions to support existence of a modern and democratic country of Indonesia based on Pancasila. It means that teachers need to be competent enough to develop competences and mould character of students based on stated competence standards. Competent teachers have to be able to arrange instructional planning, to design instructional program, to manage instructional processes, to evaluate instructional processes and achievement, to diagnose learning difficulties, to encourage and to motivate learners. To be competent teachers, they need to accomplish three stages of teacher education and training, namely: 1) academic professional education; 2) professional education and training; 3) practical professional training.

### I. INTRODUCTION

“Teachers have crucial roles to play in preparing young people not only to face the future with confidence to build it with purpose and responsibility. The new challenges facing education to contribute to development, to help people understand, and to some extent come terms with the phenomenon

of globalization, and to foster social cohesion in must be met from primary and secondary school onwards. Teachers are instrumental in the development of attitudes in positive or negative to learning. Teachers can awaken curiosity, stimulate independence, encourage intellectual irigour and create the conditions for success: in formal and

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  - 3 Jacques Delors, LEARNING : THE TREASURE WITHIN, Report to Unesco of the International Commission on Education for the 21st Century (1998), Paris, Unesco, p.141

continuing education.<sup>2</sup> Intentionally, I start writing this paper by quoting the conclusion of the UNESCO.<sup>3</sup>

International Commission on Education for 21<sup>st</sup> Century, to recognize how crucial has the role of the teachers been expected in preparing young generation to face the hard reality of world in the 21<sup>st</sup> Century that known as the Era of Globalization. History has also recorded that, in the third decade of the 20<sup>th</sup> century, Indonesian National Education Hero Ki Hajar Dewantara though his motto of the role of the teacher has stated : Ing Ngarso Sung Tulodho (before the learner give example), Ing Madyo Mangun Karso (in the middle of the learners give encouragement and motivation), TUT WURI HANDAYANI (from behind empowering the learners), has put how crucial should be the role of the teacher to mould characters and mind of the learners. This meaningful “motto” seems not to be understood correctly. For when we follow the Indonesia’s education history, we see that have not - translated this motto properly to develop teacher education.

When we read the function and aims of education stated in Education Law No. 20 Year 2003, it is clear how important to translate the message of Ki Hajar Dewantara and the conclusion of Unesco International Commission on Education for 21<sup>st</sup> Century regarding the expected role of the teacher as quoted, into the redesigning professional teacher education.

Based on this background fulfilling the request of the committee of this conference, I would discuss the following

topics : (1) The history of teacher education in Indonesia; (2) The meaning of teaching as a profession to meet the demands of the expected crucial role of teacher; (3) The implication teaching as profession on the program of teacher education; and (4) concluding remarks.

## **II. THE HISTORY OF TEACHER EDUCATION IN INDONESIA**

Since 1950 Indonesia through its education laws, year 1950 to 1954, 1965, 1989, and 2003 has always stress on the aims of education to prepare young Indonesia to be morally mature, healthy, skillful, independent, creative, intelligent, democratic and responsible to the society and nation at large. It is clear that to be able to prepare young generation with the those characteristics need teachers that are capable of taking roles as expected by Ki Hajar Dewantara as well as Unesco commission that have been quoted. The history of Indonesia education show that, before 2005, with promulgation of the Education Law on Teacher and Lecturer No. 14 Year 2005, the teacher education to prepare teachers, look upon from the demands of the expected roles of teacher, have not been relevant. The following will show how Indonesia has run teacher education.

During the Dutch colonial time, before 1942, when the educational system was so stratified between school for the villages (volk schools and second class school), schools for the children of the civil servant (Dutch Indonesian School), and school for European and Aristocrat (European

School), the Teacher Education was also so diversified.

Education for Villages School teachers is only two years education after elementary school (courses for village school), education for Second Class School teachers is four years teacher education after elementary school ((Normal School), while education for teachers of Dutch Indonesia School is six years teacher education after Dutch Indonesian elementary school (Dutch-Indonesia Teacher Education). At that era Village School is only three years education with local language as medium of instruction, Second Class School is five years with Local and Malay (Indonesia) languages for medium of instruction, while Dutch Indonesia Elementary School is seven years with Dutch as medium of instruction, and European Elementary School vears with Dutch as medium of instruction.

After independence Indonesia eliminate the stratified school system and adopted unified of school system. Thus Indonesia elementary school (people school) are open for all citizens disregard their social background, besides on the parallel level there are Islamic School (Madrasah Ibtidaiyah [Elementary School]), (Madrasah Tsanawiyah [Junior High School]), and (Madrasah Aliyah [Senior High School]). To run this school the education of the teachers are as follow :

1. Up to 1957, the education for elementary school teachers is four years teacher education (Teacher education B, SGB); the education of junior high school teachers is

three years after junior high school (Teacher education A, SGA), while the education of senior high school teacher is two years subject matter courses, called B I, B II.

2. Since 1957 up to 1989, the education for elementary school teacher is SGA for junior high school teachers is two years teacher education after senior high school (PGSLP), while for senior high school teachers are Courses B I and B II

In 1954 for the first time Indonesia institute Formal Teacher Education as post secondary education, at the level of university education known "Perguruan Tinggi Pendidikan Guru (PTPG), Higher Education for Teacher Education that prepare secondary school teachers. This institute in 1957 integrated into university system became the Faculty Teacher of Education and Education Science (FKIP). And in 1963 through political process changed became Institute of Teacher Education and Education Science (IKIP) by Presidential Decree No. 1 Year 1963. In 1999 the Institute developed into general University System one of them is IKIP Bandung that kept the characteristic of being a higher education that concentrate on education with the name Bandung University of Education.

The other development on Teacher education that needs to be recorded is the abolition of the SPG and integrated into IKIP/FKIP in 1989 with the emergence of two years teacher education after senior high school for elementary school teacher known as Diploma II.

With this historical background, at present we are facing heterogeneous education qualification of teachers from those with six years education after elementary school to those having graduate and post graduate degree in teacher education. Thus the promulgation of the Education Law No. 14 Year 2005 on Teacher and Lecturer is really a historical stage on Indonesia Education in general and teacher education in particular. For with this decision the status of teaching as a profession has parallel degree with other profession such as Medical and Law.

The question is what is the meaning of having teaching as a profession of the same level with medical doctor and law? The following section is going to discuss the issue.

### **III. THE MEANING OF TEACHING AS PROFESSION AND ITS MEANING**

After learning the history of Indonesia Teacher Education and the roles of teacher as expected by Ki Hajar Dewantara, and UNESCO Commission of Education for 21<sup>th</sup> Century, I can understand why Indonesian education system that has been put as an instrument to contribute to the building of Indonesia Nation State that is modern and democratic based the Pancasila (Five Principles, this is my free translation from “mencerdaskan kehidupan bangsa”<sup>4</sup> have not been fully successful. One important factor they seems to be neglected with regard to the

unsuccessful education mission is on the teacher qualification. Thus also since 1950 Indonesia has conducted series of education reform through changing education law and school curriculum, the last one is Education Law No. 20 Year 2003 that adopted modern theories and philosophy of education such as active learning model, education as a process cultural transformation, and education has a function to develop competence and mould character<sup>5</sup>, I doubt that this mission can be achieved with unqualified teachers. In this regard I look at the Education Law No. 14 Year 2005 as a milestone to make the idea to put education as instrument to contribute to the achievement of the mission of nation and character building can be achieved. For this new law has put teaching having a status as professional that required “Advanced Education and Special Training”, thus equal with education for medical doctor and other profession. This means that in my perception teachers that has not get the qualification of advanced education and special training (S 1+) cannot be regarded as professional teachers. Thus up to the present time most of Indonesian teachers have not had a status of professional teachers. For this we cannot blame them of being incapable of taking a role to develop competence and moulding character. For this role, teacher must to capable of conducting planning, and designing learning program, to develop learning program, to manage learning process, to evaluate learning process

4 A term used in Indonesia Constitution 1945 related to the mission of government of Free Indonesia

5 Education Law No. 20 Year 2003, articles 1,3 and 4.

and learning achievement and diagnose learning difficulties, to encourage and to motivate the learner, and other roles expected by Ki Hajar Dewantara. Thus more than other profession teacher is a profession that not only should be able to do planning, development, management, evaluation and diagnosis but the teacher also expected to be a leader, a motivator, as well as ideal type of person to be followed. For this very reason, might be, why Plato in his book *The Republic Book VII* put Teacher, beside Research scientist, and Legislator that need higher education as stated by R. S. Brumbaugh :

“And a center of higher education continues the training of a more highly selected group of student, who will become research scientist, educators, and legislators”.<sup>6</sup>

In Plato’s view the position of teacher is equal with legislator. In this regard he said : The teacher and legislator are the twin guardians of the society.<sup>7</sup> Thus if Plato, put the position of teacher so high as parallel with legislator, in 1969 Martin Buber view that the essence of education is essentially education of character<sup>8</sup> put the role of the teacher, in the following statement :

“For genuine educator does not merely individual function of his pupil, as one intending to teach him only to know or capable of certain definite

things; but his concern is always the person as a whole, both in the actually in which he lives, before you know and in his possibilities, what he can become.”<sup>9</sup>

With regard to look at the strategic position of the teacher in the educational process that include moulding character as expected by UNESCO Commission as well as education. In the early 20<sup>th</sup> Century (1926) Soekarno, then the President of Republic of Indonesia (1945 - 1965), referring to Jean Jaes stress that teacher can educate not only base on his willingness, or knowledge but especially what “He is”, means his personality as the personification of values”<sup>10</sup>

From series of discussions stated in this section, it is clear that the philosophical foundation underlying teaching as a professional occupations is to achieve the mission of education to support the building of nation state of Indonesia that is modern and democratic based in the Pancasila. For this, education should be run to develop competence and moulding character of the Indonesian young generation. For this very reason, only teachers with professional qualification that has the capability of planning, and designing learning program, developing learning program managing learning process, evaluating learning process and learning achievement, and diagnosing learning difficulty as well as able to lead, to motivate, to encourage, and become

6 Robert S. Brumbaugh & Nathaniel M Lawrence, *Philosophers on Education : Six Essays on The Foundation of Western* (1963), Boston, Houghton Mifflin Co. p. 39

7 *Ibid.*, p.38

8 Martin Buber, *Between Man and Man*, 1969, The Macmillan Co., p. 104

9 *Ibid.*, p. 104

10 Soekarno “Menjadi Goeroe di Masa Kebangunan” (To become teacher in Era of development : In the book “Under The banner of Revolution) Jakarta, 1959

a personification of values that will be capable of bearing the roles. The question is “How to develop and run teacher education that can produce professional teacher as describe in this section?” The following section is going to discuss this topic.

#### **IV. THE IMPLICATION OF TEACHING AS A PROFESSION ON TEACHER EDUCATION SYSTEM**

As discussed in the previous section it is clear how many education philosophers from Plato to Ki Hajar Dewantara as well as studies conducted by UNESCO has put the position of teacher as the most crucial factor in making the education process successful in achieving educational goals. And that, for Indonesia, the goals of the education has not been only for mastering three R, Reading, Writing, and Arithmetic for elementary schools and mastering knowledge and skills for post-elementary schools but for developing competence and moulding character of young generation as a part of building nation state of Indonesia. Thus this imply that teacher should not be only the one that capable of mastering knowledge and transferring it to the learners but be should, in the words of UNESCO that has been quoted “can awaken curiosity, stimulate independence, encourage intellectual rigour and create condition of success”. Even Plato put educator as the guardian of the society. Ironically in my observation since 1950 up to 2005, we have not seriously prepare teachers to act as expected by Plato,

Ki Hajar Dewantara, and UNESCO International Commission Education for the 21<sup>st</sup> Century. The last mentioned commission even stress that the role of teacher is the most important in this century than before as stated in the following quotation:

“The importance of the role of teachers an agent of change, promoting understanding and tolerance, has never been more obvious than today. It is likely to become even more critical in the twenty-first century. The need for change, from narrow nationalism to universalism, from ethic to cultural prejudice, to tolerance, understanding and pluralism, from autocracy to democracy, in its various manifestations, from a technologically divided world where high technology is the privilege of the few to technologically united world, places enormous responsibilities on teachers who participate in the moulding of the characters and minds of the new generation.”<sup>11</sup>

After knowing how high has the expectation of the role and capacity of teachers to support educational program that has a function in the process of national development, in the word of Education Law No. 20 Year 2003, “developing dignified national civilization”<sup>12</sup>, the question is “how to prepare them?” To answer this question we should have a clear concept on what competence the teacher should master, and what basic knowledge they need to acquire to become professional teacher that can take a role in planning, developing, managing, evaluate, and

<sup>11</sup> Jacques Delors, op.cit., pp. 141 - 142

<sup>12</sup> Article 3 Education Law No. 20 Year 2003

diagnose learning program relevant to learner's background and the educational objective relevant to societal demands.

In practice we can observe that there are teachers that might master the subject-matter they should transfer as teaching material but don't understand the characteristics of the children, psychologically, as well as culturally. There are also teachers that love children but almost don't master the subject-matter. The first type of teachers usually could be found among high school teachers, while the second one mostly could be found among elementary school teachers. This can happen because many high school teachers disregard the importance of understanding the learners, while many elementary school teachers are very weak in mastering subject-matter especially in mathematics, many of them even have been poor in mathematics since they were in high school. This condition cannot be tolerated. This means that teacher should not only master Subject matter and understanding the characteristics of the learners in accordance with their age and background but also of mastering various basic knowledge such as learning theories, educational technology, the philosophy of education, sociology of education, and anthropology of education, as well as the philosophy and the state system ~ the nation in which schools are operating and functioning.

In short, to make teacher capable of conducting teachers role that include planning, developing, programming, managing, evaluation, and di. relevant to the learner's need and educational objectives a should master the following

knowledge : (1) the charat accordance with age and their background; (2) scientific disc, ways of knowing; (3) learning theories, educational technology including learning methodology; (5) education evaluation system (6) philosophy of education, sociology of education and anthropology of education; and (7) the state philosophy and state system of the nation.

Certainly in the world has had a long tradition in running teacher education system. However we still need to question "how far has each of our teachers educational system has really been planned as a professional teacher education in sense of an institution of advance education and special training that can produce professional teacher that master academic discipline and professional knowledge as has been identified and mastering professional competence as mentioned before?"

As has been discussed in the second section, Indonesia's experience in running teacher education system has developed from four to six years teachers education (SGB & SGA) after elementary school for elementary school teachers and two years teacher training courses after senior high school for high school teacher, and in 1954 started running higher education institute for teacher education (PTPG) (three to five years education after senior high school) for high school teachers. This institute of higher education for teacher education that as established in 1954, as independence Teacher College has evolutionary change into School of Education of the University system in 1957, in 1963 then become the Institute

of Teacher Education and Educational Science (IKIP), and eventually by 1999, all of IKIPs transform into general university system that still has function to produce teachers and other education personal. It is importance to note here, that in Indonesia education history that, although the teachers college have been established since 1954, but the existence of teacher training course two years after senior high school (B I) and two years course after (B II) as well as elementary school teacher training (SPG) three years after junior highschool prevail until 1963, B I and B II were integrated into IKIP and SPG was eliminated in 1989 when requirement to become elementary school teachers is two years education after senior high school (D II, Diplom II). With this glimpse history of Indonesia teacher education we can have an idea how heterogeneous are the educational background of Indonesia teaching personnel. Thus with the new Law on Teacher No. 14 Year 2005 that regulate that the minimum education qualification of teacher will be university graduate or equivalent that is D IV four years non academic higher education program, hopefully will make the educational qualification of Indonesian teachers will be more homogeneous and professional.

The question further is “how to make the four years higher education program for preparing teacher as stated in new law on teacher will be made used as an effective, relevant, and efficient professional teacher education program, that can produce professional teachers that master knowledge and competences properly?”

We recognize that there are various models of teacher education program in the world, each with its own characteristics due to the stage of education development of each nation. For this, this paper in presenting the idea of professional teacher education program, certainly will be based on the writers understanding in the state and role of the education in Indonesian National Development.

In the development country such as the United States teacher education as professional education has been regarded as post-graduate program, for this the prerequisite for the professional study of teaching is a bachelor degree in the arts and science<sup>13</sup>. It seems that the professional study of teaching program is following a consecutive model, for after only mastering basic knowledge and scientific discipline they can pursue professional teaching study. Since Indonesian Law on Teacher put the requirement education qualification of teachers is university graduate of the first stratum (equivalent to BA/B.Sc.) this means that teacher education program should be run in eight semesters or about four years program. In this line this paper is proposing three stages of program :

A. Academic Professional Education in Six Semesters

At this stage, the program is planned to help teachers candidates acquire and master essential knowledge of relevant scientific

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13 Task force for Teaching as a Profession, A Nation Prepared : Teachers for the 21st Century, Carnegie Forum on Education and The Economy, 1986, p. 3

discipline and knowledge related to pre-professional teaching study, such as psychology (learning theories, developmental psychology), philosophy and theories of education, educational psychology (including evaluation, test, and measurement), and educational technology.

**B. Professional Education and Professional Training**

At this stage, candidates learning to make use the relevant knowledge master at the first stage program to plan, develop, manage and evaluate learning program in accordance with their relevant specialization (elementary school teachers, subjectmatter teachers)

**C. Practical Professional Training**

After finishing the two stages of education, the students will be graduated as the holder of academic professional degree in teacher education but has not get certificate of professional teacher. For this, following the practice of preparing medical doctor, teachers candidate that has hold academic degree should follow professional training to implement all the knowledge and basic competence of professional teacher in school set up and act as assistant teacher for at least one semester before getting certificate as professional teacher.

The question need to be discussed is should teacher education program carried out in “concurrently way” or “consecutive way”? However will not discuss this issue lengthly, but

since teacher as expected by Ki Hajar Dewantara should be able to become an ideal example before the learners, preparing teacher with sound character and personality, “concurrent system”, especially for elementary and junior high school is more preferable. To explain this reason beside this preference need special paper. Since I am not assign to discuss this issue I prefer not to discuss this further.

Before closing this section, allow me to express my view that to make this program be an effective program it is desirable to have the last stage of the program the teacher candidate stay in teacher education dormitory. And don't forget that selection of candidates is very important. For Plato, teacher candidate should be among selected group of students. In this case, the Indonesian Association of Educationist in March 9, 2007 has proposed to the President of the Republic of Indonesia that teacher should be selected among high school graduates with grade in Mathematic at least 7 (scale 1 - 10).<sup>14</sup>

## **V. CONCLUDING REMAKS**

From the discussion presented from Section I to IV, some conclusions can be generated:

I. Although since 1945 Indonesia has put educational system as a part of building nation state of Indonesia based in the Pancasila, until 2005 teacher education

<sup>14</sup> “Rekomendasi Tentang Strategi dan Kebijakan Penyelenggaraan Pendidikan Nasional”, dalam buku Soedijarto, LANDASAN DAN ARAH PENDIDIKAN NASIONAL KITA, (2008), Jakarta, Penerbit Buku KOMPAS hal. 464-478

- has not been designed to have teachers that capable of taking role to develop competence and moulding character of the young generation
2. Teaching as a profession should be interpreted as putting teaching as an occupation that require advance education and special training, that is a profession that make the holder can do planning, developing, managing, evaluating learning program and diagnosing learning difficulties.
  3. To be able to produce professional teacherwiththecharacteristicsstated in part 2, teacher education program should be design through three stages :(1) academic professional education; (2) professional education and professional training and (3) practical professional training. To make this program effective “concurrent model of teacher education”, especially for elementary and junior high school is desirable.

These are some thoughts on teacher education that I can contribute for further discussion.