

A woman in a red batik dress is shown in profile, looking towards a classroom. In the background, several children are seated at desks, with their hands raised as if participating in a lesson. The scene is set in a classroom with a yellow wall and a green door frame.

IS TEACHING MY CALLING?

The Elementary School Edition

Yohana Setiawan, M.Pd.
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KATA PENGANTAR

Puji syukur kami panjatkan kepada Tuhan Yang Maha Esa atas segala berkat dan karunia-Nya, sehingga buku ini dapat diselesaikan dengan baik dan dapat dipersembahkan kepada pembaca. Buku ini merupakan hasil dari perjalanan panjang kami dalam memahami dunia pendidikan, khususnya dalam profesi mengajar di tingkat sekolah dasar. Melalui tulisan ini, kami berusaha untuk memberikan gambaran yang lebih jelas tentang tantangan, peran, dan tanggung jawab seorang guru, serta bagaimana pendidikan dapat berperan dalam membentuk masa depan bangsa.

Sebagai seorang guru, kita tidak hanya bertugas untuk mentransfer ilmu pengetahuan, tetapi juga untuk membimbing, menginspirasi, dan membangun karakter generasi penerus bangsa. Dalam buku ini, berbagai topik penting tentang profesionalisme dalam mengajar, keterampilan komunikasi, manajemen kelas, serta penerapan teknologi dalam pendidikan, akan dibahas secara mendalam. Selain itu, kami juga mengajak para pembaca untuk merenung dan merefleksikan kembali tentang apa yang sesungguhnya menjadi esensi dari profesi ini.

Kami berharap buku ini dapat memberikan kontribusi yang berarti dalam memperkaya wawasan dan pemahaman tentang profesi guru, sekaligus memberikan inspirasi bagi para calon guru dan pendidik di seluruh Indonesia. Kami juga menyadari bahwa pendidikan di Indonesia masih menghadapi berbagai tantangan, oleh karena itu penting bagi kita semua untuk terus berinovasi dan mengembangkan diri dalam rangka menciptakan kualitas pendidikan yang lebih baik.

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Chapter 1

Maybe I **Could** be an Elementary Teacher

Yohana Setiawan, M.Pd

"Elementary teacher salary is small," A said, while discussing a paper. "Especially contract teacher. Harder in far places."

P nodded, worried. "Government teachers (PNS) are better, but PNS status are very hard to get. If we know the school principal, it is also not enough."

Z frustrated. "Being teacher no good. Hard work, many rules. Can't be strict, must always learn more. If student fail, teachers are blamed. What to do? How to be a good elementary teacher, then?"

This discussion unfolded during a session of the Education Professionalism course. The irony wasn't lost on the students. While the curriculum emphasized theoretical frameworks, ethical considerations, and the ongoing need for professional development, the hushed anxieties voiced by the aspiring teachers painted a starkly different picture. The textbooks championed the noble ideals of shaping young minds and inspiring future generations, yet the whispered worries of these prospective educators revealed the complex and often daunting realities of the profession. The gap between theory and practice felt vast. Although the course content highlighted the importance of pedagogical approaches and best practices, the students' concerns centered on practical challenges: job security, adequate compensation, and the immense pressure to succeed in a system where they often felt blamed for systemic failures. By the end of the session, the conversation concluded that **"teaching is a calling; it's not about earning money. It's about making kids learn and become better people."** While this sentiment held a kernel of truth, it felt insufficient, failing to address the very real concerns that weighed heavily on the minds of these future educators.

The Calling vs. The Reality

Derived from the Greek word *paideia*, meaning "to lead the child," pedagogy encompasses both the theory and practice of education, extending beyond mere classroom instruction to encompass the holistic development of the child. It reflects

the diverse cultural interpretations of human growth and the ideals that underpin educational practices (Grove, 2017). For an elementary teacher, understanding pedagogy is not just important; it's essential. It forms the very core of their professional identity, guiding their approach to nurturing young minds and empowering them to reach their full potential. Pedagogy provides the framework for leading a child on a journey of discovery, equipping them with the knowledge, skills, and values they need to shape their future selves.

However, the practical application of pedagogical principles raises crucial questions. Can teachers truly prepare their students for an uncertain future? Are the lessons being imparted relevant and meaningful in the context of a rapidly changing world? In Indonesia, diverse approaches to education are evident, with some schools adhering rigidly to the prescribed curriculum while others adopt alternative learning principles. This highlights the ongoing debate between standardized instruction and personalized learning. Navigating this complexity requires a deep understanding of student needs and perspectives. Rogers & Freiberg (1994) offer valuable insights into what students truly seek from their educational experience: trust and respect, a sense of belonging within a supportive community, teachers who act as facilitators rather than mere instructors, opportunities to develop responsibility, freedom tempered with appropriate boundaries, a caring and nurturing environment, guidance that fosters success rather than penalizes failure, and finally, the agency to make choices about their own learning. These eight principles underscore the importance of student-centered pedagogy, emphasizing the need for educators to create learning environments that are not only informative but also empowering, inclusive, and responsive to the individual needs of each child.

Yet, despite the best intentions and pedagogical approaches, the reality within many classrooms falls short of these ideals. How many of us, looking back on our own school experiences, recall feelings of disengagement, apathy, or even outright resentment towards the learning process? How many of us felt unseen, unheard, or

alone within the classroom walls? And how many carried the heavy burden of fear – fear of failure, fear of judgment, fear of not measuring up to the achievements of our peers? These are uncomfortable questions, but they are essential questions if we are to truly address the challenges within our education system. The prevalence of these negative experiences underscores a disconnect between the intended learning outcomes and the lived realities of students. A learning environment permeated by fear, insecurity, and a sense of isolation cannot foster genuine growth or nurture a love of learning. Instead, it creates a breeding ground for anxiety, disengagement, and a profound sense of inadequacy. We must move beyond simply transmitting knowledge and focus on creating learning spaces where students feel safe, valued, and empowered to take ownership of their education.

Therefore, we need educators who approach their profession with not just their heads, but also their hearts and hands. As Brown (2014) articulates, a teacher who embodies this holistic approach engages intellectually with social constructs (head), critically examines power dynamics and privilege (heart), and actively implements inclusive pedagogical practices (hands) to create a more equitable and supportive learning environment for all students, especially those from marginalized communities. Intellectual brilliance and a caring disposition are valuable assets for any teacher, but these qualities alone are not sufficient. To truly ignite a passion for learning and empower students to thrive, teachers must also be creative innovators and inspiring leaders. They must be willing to challenge conventional wisdom, experiment with new approaches, and create dynamic learning experiences that cater to diverse learning styles and needs. A teacher who leads with creativity and vision can transform the classroom into a space of exploration, discovery, and empowerment, fostering a lifelong love of learning in their students.

Long-Life Learning and Initiative in a Changing Educational Landscape

The world of education is in constant flux. Curricula are revised, technologies advance, student populations evolve, societal norms shift, climates change, new theories and methodologies emerge – the list of transformations is seemingly endless. In the face of such relentless change, what is the role of the teacher, and how can they navigate these ever-shifting sands? The answer lies in embracing the principles of lifelong learning.

A hallmark of effective educators is a commitment to continuous growth, manifested through key characteristics such as **adaptability, self-directed learning, and collaborative engagement**. These qualities are not merely desirable attributes; they are fundamentally linked to enhanced teaching effectiveness and improved student outcomes. Adaptable teachers, for example, exhibit a remarkable flexibility in their methods, readily adjusting their approach to meet the evolving demands of the curriculum and the diverse learning needs of their students (Xiao, 2022; Friedkin, 2022). This willingness to embrace new materials and instructional strategies is essential in today's dynamic educational landscape, where knowledge and pedagogical best practices are constantly being refined and redefined.

Self-directed learning is another crucial attribute of successful teachers. They proactively seek opportunities for professional development, actively pursuing resources and experiences that broaden their knowledge base and refine their pedagogical skills (Beavers, 2011). This proactive approach fosters critical reflection and transformative learning, allowing teachers to continuously evaluate and improve their practices. By taking ownership of their professional growth, they embody a commitment to lifelong learning that transcends mandated training and becomes an integral part of their professional identity.

However, the imperative for continuous improvement must be tempered with an awareness of the potential for burnout. While collaborative engagement, where teachers share experiences and strategies with peers (Friedkin, 2022; Beavers, 2011),

offers invaluable support and fosters professional growth, the relentless pressure to adapt and evolve can also take a toll. Professional development programs, while emphasizing teamwork and communication, must also prioritize teacher well-being. Sustainable growth in the teaching profession requires a holistic approach that values both professional development and personal well-being, recognizing that the pursuit of excellence should not come at the expense of teacher health and happiness.

Collaboration and Communication: Building a Strong Educational Ecosystem

Just as a thriving ecosystem supports a diverse range of life, a healthy educational environment depends on strong collaboration and communication. This interconnectedness extends beyond teacher-to-teacher interactions to encompass student-teacher relationships, student collaboration, and even the broader school community. Creating such a vibrant ecosystem is crucial for a thriving elementary school, positively impacting teachers, students, and the overall school climate. Research points to several key factors that contribute to successful collaboration among educators.

First, strong communication skills form the bedrock of effective collaboration. Teachers must be adept at communicating clearly, listening actively, and cultivating positive relationships with their colleagues (Mamon & Baguio, 2024). This interpersonal foundation is strengthened by structured systems that promote shared goals and a sense of unity within the school.

Second, a supportive and inclusive school culture is paramount. When a school prioritizes collaboration, open communication, student-centered learning, equity, and inclusivity (Palomique, 2023), teachers are more likely to embrace shared responsibility and work together effectively. This positive environment also nurtures teacher well-being and job satisfaction, essential ingredients for sustained and meaningful collaboration.

Third, providing opportunities for professional dialogue, both formal and informal (Ji, 2023), is crucial. These exchanges allow teachers to share their expertise, learn from one another's experiences, and develop a deeper collective understanding of effective teaching practices. This, in turn, leads to greater instructional continuity and improved student learning outcomes.

Finally, strong collaborative leadership, particularly from principals (Pacheco, 2023; Tsipas & Zagkotas, 2023), is a driving force in creating a collaborative school culture. When school leaders actively promote shared decision-making and create dedicated opportunities for teacher collaboration, they foster a sense of shared purpose and empower teachers to take ownership of their professional growth. By prioritizing these key elements, schools can cultivate a vibrant and supportive ecosystem where collaboration flourishes, ultimately benefiting all members of the school community.

Critical Thinking and Creativity: Empowering Students for the Future

Effective teaching extends beyond the confines of textbooks, especially in Indonesian classrooms where materials often prioritize summaries and testing. To truly engage students and foster deep learning, teachers must address the diverse needs of their learners and create opportunities for active participation. This requires moving beyond rote memorization and embracing pedagogical approaches that stimulate curiosity, critical thinking, and collaboration. Crucially, these innovative approaches can only be effectively implemented if teachers themselves possess strong critical and creative thinking skills.

One powerful strategy for igniting student curiosity, which requires teachers to think creatively about their lesson design, is through thoughtful questioning. By posing open-ended questions that begin with "what," "why," and "how," teachers can encourage students to explore concepts on a deeper level and develop their analytical skills. This approach moves away from simply seeking correct answers and instead fosters a spirit of inquiry and exploration.

Building upon this foundation of curiosity, fostering critical thinking is paramount. A teacher's own critical thinking abilities are essential for modeling this skill and guiding students to analyze information effectively. Effective promotion of critical thinking hinges on employing questioning strategies that stimulate deep engagement and analysis. The Socratic method, which uses open-ended inquiries to spark dialogue and encourage students to articulate their reasoning (Yazidi, 2023), is particularly effective. This method challenges assumptions, explores alternative viewpoints, and ultimately cultivates a deeper understanding of the subject matter.

In addition to Socratic questioning, incorporating a variety of question types is crucial. A balanced mix of lower-order questions (focused on recall) and higher-order questions (requiring analysis, evaluation, and creation) allows teachers to assess foundational knowledge while simultaneously challenging students to think critically (Tofade et al., 2013; Horowitz, 2007). Again, the teacher's critical thinking skills are essential for crafting these varied and challenging questions.

Another highly effective approach, demanding teacher creativity in its implementation, is project-based learning (PBL). PBL moves beyond solely focusing on cognitive development and engages a wider range of skills, including collaboration, communication, critical thinking, and creativity. Effective implementation of PBL relies on creating engaging, interactive learning environments that foster collaboration and integrate technology (Nugraha et al., 2024; Isnani, 2024). Teachers must utilize their own creative thinking to design engaging and relevant projects.

Furthermore, successful PBL emphasizes collaborative learning and adequate teacher support. Fostering teamwork and communication through group projects equips students with valuable problem-solving and interpersonal skills (Hussaini et al., 2024). Creating a supportive learning environment that encourages active participation through positive teacher-student relationships and peer interaction is

essential. Providing teachers with sufficient training and resources, especially in curriculum planning and resource management (Afitri, 2017), is crucial for addressing potential challenges and maximizing the effectiveness of PBL. Ultimately, a teacher's ability to think critically and creatively is the cornerstone of implementing these innovative and engaging pedagogical approaches.

Reframing the Narrative of the Teaching Profession

The path to becoming an effective elementary teacher is undeniably challenging, fraught with practical concerns and systemic hurdles. However, by embracing lifelong learning, fostering collaboration, and cultivating critical and creative thinking skills, aspiring educators can navigate these challenges and create meaningful learning experiences for their students. The anxieties voiced by A, P, and Z are valid, reflecting the systemic issues that need to be addressed to better support teachers.

Ultimately, the decision to become an elementary teacher is a deeply personal one. While the financial rewards may be modest, the potential to positively impact young lives is immeasurable. By recognizing the complexities of the profession and committing to continuous growth, aspiring teachers can find fulfillment in the calling to educate and empower the next generation. Maybe, you could be a professional elementary teacher one day.



Chapter 2

Ready to Shape Young Minds?

Angelina Iin Kurniawati

Being a professional teacher

We often hear someone ask, "What is a profession? What is the difference between a profession and a professional? A profession is an occupation that requires expertise of its members (Satori 2007). This is also consistent with the dictionary "The Advanced Learner's Dictionary of Current English," written by A.S. Hornby, et al, that "Profession is occupation, especially one requiring advanced education and special training. Meanwhile, according to Mujtahid (2012), professionals have certain aspects. These aspects are related to the problem of knowledge (knowledge), aspects of skill (skill), and mental attitude (attitude).

A profession is an occupation that requires specialized skills, knowledge, and training in the field. Examples of professions are teachers, lecturers, doctors, architects, lawyers, and psychologists. Why are they called occupations? These jobs are called professions because a person has to go through education and training before getting the occupation. For example, a teacher cannot immediately teach at school. Prospective teachers must go through education to acquire the knowledge, skills and expertise needed in teaching. This also applies to other professions, such as doctors, who must complete medical education studies before they can treat patients directly.

A professional is someone who is not only competent and expert in their field, but also upholds ethics and attitudes in the carrying out of their work. In the world of education, teachers are valued and used as role models by students and the surrounding community. Therefore, it is important for a teacher to have good ethics and attitudes when interacting with students, colleagues, and the surrounding community. A teacher's professionalism is measured not only by his or her success in teaching, but also by his or her attitude toward students, such as patience, gentleness, and the ability to be fair without discriminating among students.

Teachers are one of the keys to educational success. The quality of education is highly dependent on the quality of teachers as educators. One of the indicators of

educational success is the quality of teachers (Permanasari, 2016). Therefore, a teacher must be a professional educator. Pendidikan Profesi Guru (PPG) is one of the efforts to produce professional teachers (Arifa & Prayitno, 2019; Putri & Imaniyati, 2017). The PPG Program is based on Permendikbud No. 87 of 2013. Pendidikan Profesi Guru is an educational program held to prepare S1 education and S1 / IV non-education graduates who have the talent and interest to become teachers to master the competencies of teachers as a whole in accordance with national education standards, so that they can obtain professional educator certificates in early childhood, primary and secondary education.

The specific objectives of the PPG are stated in Permendiknas no. 8/2009 article 2, which is to produce prospective teachers who have competence in planning, implementing and assessing learning. In addition, prospective teachers are expected to be able to follow up on assessment results, guide and train students, conduct research, and continuously develop their professionalism. The implementation of the PPG program aims to improve teachers' professionalism in teaching, starting from the planning, implementation and evaluation of learning. So, before being able to teach in schools, S1 education graduates need to continue their education to the PPG to be trained and able to become professional educators. Thus, it is hoped that teacher professionalism will increase, it is hoped that the professionalism of teachers will increase, and that education in Indonesia will be of a better and higher quality.

Let's look at Mr. Tian, a teacher at an elementary school. This is a story from the author's teacher in 2016, when PPG was not yet the main requirement for a teacher. Mr. Tian is one of the teachers who can be categorized as professional, seen from the way he teaches and his interaction with students or parents. His teaching method is quite interesting, because he often invites students to learn directly to nature, so that learning does not feel monotonous and students can easily understand it. He is also known as a teacher who is patient and fair to his students, without differentiating. Many students like him because he creates an exciting and

fun learning atmosphere. What is interesting about Mr. Tian is his habit of visiting the homes of each of his students. This activity provides additional learning for students and builds close relationships with students' families. In addition, this activity also builds good communication between teachers and parents, especially in supporting the development of their children. Are you interested in becoming a teacher like Mr. Tian did?

Understanding of the teacher code of ethics

Every profession has a code of ethics. What is a code of ethics? Why is it used as a guide? Etymologically, code of ethics means a pattern of rules, procedures, or ethical guidelines in doing work, so the code of ethics is a pattern of ethical rules or procedures as a guide to behavior. A code of ethics is a pattern of provisions, methods, signs, ethical directions in carrying out a job (Marjuni, 2020). As a profession, a teacher also needs a code of ethics. The teacher code of ethics is the basis for the actions of teachers in carrying out their professional duties in the field of education (Darmansyah, 2020). The teacher code of ethics is closely related to the norms or morals that teachers adhere to and guide them (Windarto, 2021). According to Satori (2007), there are four functions of the Teacher Code of Ethics:

1. Avoidance of deviations in the implementation of tasks that are the responsibility of teachers
2. To regulate the teacher's relationship with students, colleagues, society and government.
3. To provide guidelines and standards of behavior for teachers so that they are more responsible for their profession.
4. To give the right direction and guidance in the carrying out of their duties.

The Teacher Code of Ethics is a guideline for a teacher to conduct himself or herself in a professional manner in the performance of his or her duties. The

existence of a code of ethics helps the community to see how a teacher behaves. If a teacher implements the code of ethics well, he or she will receive respect and support from the community. Conversely, if a teacher violates the code of ethics, he or she will be labeled negatively by the community. Many people will lose confidence and feel dissatisfied with their role and responsibilities as educators. From this, it is very clear that practicing a teacher's code of ethics is very important.

What if the teacher is unfair and shows favoritism? This story begins with a subject teacher who gives assignments in groups. In a group, of course, each member has their own responsibilities. But what if there are members who do not do their work? This can certainly cause resentment. For example, there are three students in a group: A, B, and C. In this case, A and B are upset and blame C for not doing the task that should be his. However, instead of realizing his mistake, C reported A and B to the School Counselor on the grounds that he had been scolded by them. Without understanding the real situation, the School Counselor immediately took C's side and blamed A and B as if they had done something wrong. As a teacher, especially a School Counselor, whose job is to guide students and help them solve their problems, he or she should be neutral, objective, and fair. If a teacher tends to favor certain students without clear reasons, this can be considered a form of injustice and shows a lack of professionalism in carrying out their duties. Such actions can certainly make the School Counselor disliked by his students and get a negative label from them. What if you encounter such a teacher?

Important skills for professional educators

Being a professional teacher requires some very important skills. One of them is communication. The way teachers communicate in class is very influential in the learning process. Students will easily understand the material if the teacher uses effective and professional communication. One way is to apply the REACH principle. Respect, teachers must respect and pay attention to students when communicating and vice versa. Empathy, teachers need to understand students'

feelings and conditions so that they feel cared for and supported in their learning. Audible, the use of clear language, an audible voice, good speech pacing, and the use of learning media will help students to take in information well. Clarity and Care, Teachers need to communicate information clearly. In addition, teachers need to make sure that students really understand the material or not. Humble, teachers who are fun and not arrogant in their communication will be more easily accepted and liked by students, so students will not be afraid to ask questions or have opinions.

In addition to communication, teachers need collaboration and teamwork skills, especially with parents. Cooperation between teachers and parents can increase students' motivation to learn. They feel more cared for and are more enthusiastic about learning. Cooperation between teachers and parents can be done in various ways, such as parenting to provide education on how to support children's development at home, regular communication, or volunteering where parents can be involved in school activities, such as being a companion in activities outside the school. For example, parents are often invited to meetings at the school, either to discuss student development or upcoming activities. With cooperation and collaboration between teachers and parents, student development is expected to be more optimal.

Have you ever done a reflection? Reflection is one of the efforts teachers make to develop their professionalism. Through reflection, teachers can gain a deeper understanding of themselves, their profession, and how they can become effective, efficient teachers and make students successful in learning. Reflection also helps teachers explore their potential, improve their weaknesses, and find solutions to improve their competence. Through reflection, teachers can continue to develop and adapt their teaching methods to be effective for students. Not only reflection, training activities, workshops or seminars also help teachers improve their professionalism. These activities provide insights to fellow teachers so that the quality of learning in the classroom continues to grow.

Classroom rules for effective learning

Classroom management is one of the important roles that a teacher must carry out to create optimal and effective classroom conditions in the learning process. According to Mulyadi (2009: 4), classroom management is a skill that teachers must have in understanding, diagnosing, deciding and acting to create a dynamic and conducive classroom atmosphere. Viyanti (2009: 77) argues that classroom management is an effort to maximize the potential of the classroom to create an atmosphere conducive for students to learn while providing comfort for teachers to teach. Meanwhile, Emmer in Salfen (2009: 41) defines classroom management as a set of teacher behaviors and activities aimed at directing students to behave reasonably, appropriately, and to minimize disruptions in learning. Classroom management is the strategies and procedures that teachers use to create an effective and comfortable classroom environment. Do you know what classroom rules are? Classroom rules are a form of classroom management. These rules are designed to create an effective, orderly, and disciplined learning environment for students and teachers. Usually, classroom rules are developed by following school policies.

One example of the use of classroom rules that we often see in schools is class pickets. Pickets are carried out according to a predetermined schedule, either in the morning before classes begin - such as sweeping the classroom - and after classes are over to keep the classroom environment clean. Rules of discipline and order are also important. For example, "coming to school on time" is one of the strict rules that students must follow in order to participate in the learning process. Imagine, if someone is 10 minutes late, he will be sent home because of the classroom rules and will not be able to follow the learning in class - of course it will have an impact on his learning process. Another example is the mandatory wearing of neat and complete uniforms, which reflects neatness and uniformity in the school environment. In addition, there are also rules about paying attention to the teacher's explanations and respecting fellow students. This rule aims to instill mutual respect and appreciation, thus creating a harmonious learning environment.

Effective classroom rules should inspire students to do better, not intimidate them. When many students hear the word "rules," they tend to associate it with punishment rather than reward. Although punishments are often heard as more dominant than rewards (in real life-yes), the truth is that punishments are not meant to severely punish students. Rather, punishment is a consequence of breaking the rules and is intended to teach students the importance of discipline and responsibility. With these consequences, it is hoped that students will realize their mistakes, not repeat them, and learn to improve themselves. Do you feel the same way?

The 21st century education, the modern era

The 21st century technology

In the 21st century, education is increasingly supported by the presence of technology. Technology is now seen as an effective tool in facilitating learning in the digital era, which has become a global trend (Ahmadi, 2017; Ahmani, 2019; Zhang & Yu, 2021). In the past, learning was traditional. Teachers delivered material using books and blackboards, while students listened, took notes, memorized, and did the assignments. The main learning resources were teachers and books, while technology was still very limited. Even if there were things like projectors or computers, they were still simple to use and not as good as now.

Unlike today, technology has helped the world of education a lot. Various modern devices such as projectors, smart TVs, PowerPoint, YouTube learning videos, and online-based interactive quizzes are increasingly being used in the teaching and learning process. The development of technology is getting faster, especially since the COVID-19 pandemic, when all activities, including education, must be done online. Since then, technology has continued to evolve and is still being used today. As students who experience online learning, especially Generation Z, students are now familiar with platforms such as Google Classroom, Zoom, Google Meet or Learning Management System (LMS). In fact, the presence

of artificial intelligence (AI) is helping teachers and students find information faster and more efficiently.

Technology brings many benefits to the world of education. In addition to improving the quality of learning, technology makes the learning process more flexible because information can be accessed anytime, anywhere. The use of technology also helps save time, energy and money, making learning more effective and efficient. However, despite its benefits, technology also has negative effects that need to be considered. Students can become too dependent on technology and rely less on their own thinking. During tests or exams, they find it easier to cheat and copy answers from the Internet without trying to understand the material first. In addition, many young children are now being given cell phones by their parents, even though it is not yet time for them to use them. As a result, they become dependent and tend to fuss if they are not given access to the device. Excessive use of technology makes children more involved in the virtual world than in the real world, which can ultimately affect their ethics, norms, and social interactions. Horrifyingly, children can fall into negative things, such as pornographic content that they should not have access to. As teachers and parents, we have an important role in guiding and directing them to avoid the bad influence of technology. Although technology has both good and bad effects, it seems to be difficult to avoid because it has become an integral part of our lives. Can you imagine our lives without technology?

The 21st century skills

In the 21st century, many changes are occurring as a result of technological developments that require people to have new skills. Learning in the 21st century focuses on providing students with four skills (4Cs) to prepare them for the challenges of the modern era.

1. Critical Thinking

Critical thinking is the ability to analyze, create and use criteria objectively, and evaluate data. There are five indicators of critical thinking: ability to analyze, ability to synthesize, ability to solve problems, ability to infer, and ability to evaluate, Angelo (Tolonggi, 2013). Critical thinking aims to equip students to face the future, especially in problem solving, mature decision making and lifelong learning (Muhfahroyin, 2009).

2. Collaboration

Through collaboration, students can develop their social interaction with many people, help them learn to get knowledge from different sources, improve cooperation with others, form a person who is open to differences, and get used to always being active (Saputra and Rudyanto, 2005: 53).

3. Communication

Communication between teachers and students is an important factor in successful learning. Good communication skills encourage an active learning atmosphere, where students are confident in expressing their opinions and speaking in public. In contrast, passive students tend not to engage in learning, feel hesitant in discussions, and depend on friends' answers. As a result, they lack understanding of the material, which has an impact on low learning outcomes (Marfuah, 2017).

4. Creativity

According to Suratno (2005), creativity is an imaginative activity that involves the mind to produce a product. Here, students are invited to think creatively in order to be able to find solutions to problems in everyday life and think innovatively.

Have you ever built a simple water filter in elementary school? This project uses natural materials such as sand, stones, charcoal and cloth to filter dirty water while teaching the importance of water hygiene. This project directly applies the 4C concept (Critical Thinking, Creativity, Communication, Collaboration). Students are asked to analyze the most effective water filtration methods and select materials that can filter water well (Critical Thinking). They are also challenged to be creative in designing water filters by combining various materials (Creativity). In addition, good communication is needed in the process of dividing tasks, discussing results, and submitting project reports (Communication). Students must also work together to collect materials, assemble the filter, and test the results so that the filtered dirty water can become clearer (Collaboration). Through this project, students not only learn about science, but also apply the 4C concept in the life around them.

The 21st century learning methods

How do teachers teach in the modern 21st century? The development of the times allows teachers to change learning methods and designs. Of course, there is no way that learning will be like it was in the old days, plus the presence of technology that greatly helps education. There are three learning designs that teachers can use.

1. Project-Based Learning

Project-Based Learning (PjBL) is a learning method that emphasizes creative thinking, problem solving, and social interaction, and encourages students to investigate and find solutions to real-world problems (Thomas, 2019).

This learning model is student-centered, where students are active in the learning process while the teacher acts as a facilitator.

2. Problem Based Learning

Problem-Based Learning (PBL) is a learning method that aims to train students to think critically in finding and using learning resources. In PBL, students are given real problems and invited to work together to find solutions. This method helps them develop deep thinking and problem-solving skills.

3. Cooperative learning

Cooperative learning is a learning model that encourages students to learn and work together in small groups of 4-6 people (Isjoni, 2011). This model helps to increase the spirit of learning and develop cooperation and collaboration skills among students.

Have you ever been assigned to make a poster about saving energy? This is an example of the application of PBL (Project-Based Learning). Through this project, students not only learn about the importance of saving energy, but they can also use their creativity to design an attractive poster. Also, have you ever come across a school that encourages its students to reduce plastic waste? This is an example of PjBL (Problem-Based Learning) where students are invited to find solutions to the school's waste problem. Through this project, students not only understand the negative impact of plastic waste, but are also encouraged to find solutions, such as bringing their own water bottle or recycling plastic waste. Through this activity, students are trained to think critically and increase their awareness of the environment around them.

The 21st century teacher skills

As a teacher, what should you be prepared for in the 21st century? According to a report by experts from the Central University of Michigan on the necessary transformation of teacher training by 2023 (Transforming to a 21st Century Educator Preparation Program, 2014), teachers should be prepared in three main areas.

1. Globalization, local responsiveness, diversity and inclusive education

Teachers must have global cultural insights in order to teach students from different backgrounds. With local responsiveness, they can adapt their teaching methods to suit students' needs and create inclusive learning.

2. Assessing learning and teaching

Teachers in the 21st century must be good at using data-based assessment and a variety of evaluation techniques. Technology can be used to monitor student progress, analyse learning outcomes and make more effective and targeted teaching decisions.

3. Understanding and integrating technologies in their work

Digital literacy, virtual communication and blended learning are key skills for modern teachers. By using educational technology, teachers can create more interactive, engaging and relevant learning experiences and equip students with the skills needed in today's digital world.

Being a teacher in the 21st century requires a critical, active, creative, innovative, and collaborative attitude to keep up with the development of the digital era. Teachers also need to be more technologically savvy than students in order to optimize the learning process. What if there are teachers who are not up to date with technology in this modern era? Maybe the teacher uses traditional teaching methods such as reading books, doing questions from books or writing on the blackboard. These methods can make learning feel monotonous and less interesting, especially for Generation Z and Alpha students who are already

familiar with technology. What is the solution? Teachers need to continue to learn and adapt to technological developments. They can start with simple things like creating interesting PowerPoint presentations, using online quizzes, or using educational videos from YouTube. In addition, schools can support teachers by organizing training or workshops for teachers to help them become more adept at using technology in learning. The provision of devices and stable Internet access are also important factors in supporting this process. With this, it is hoped that teachers can continue to update their technology skills to make learning more interesting, interactive and relevant for students in the digital era.

Assessment in education

What is assessment? According to *Sumintono and Widhiarso (2015: 2)*, educational assessment is a method used to determine the ability of students so that teachers or educators can place students according to their abilities. Assessment is to gather relevant information about student performance or progress. Assessment has three main purposes.

1. Assessment for Learning (AfL) helps teachers understand the extent to which students understand the material, analyze their thought processes, and identify strategies and methods used in learning (Silalahi, 2020; Zandkarimi, 2013). Examples are class discussions or quizzes that help teachers make their teaching more effective.
2. Assessment as Learning (AaL) focuses on students themselves, how they understand and manage their thinking and learning. The examples are reflective journals or self-regulation strategies for learning.
3. Assessment of Learning (AoL) is used to measure students' overall learning outcomes, such as through final exams and report cards.

There are six types of assessments:

1. Diagnostic assessment
2. Formative assessment
3. Summative assessment
4. Ipsative assessment
5. Norm-referenced assessment
6. Criterion-referenced assessment

Before beginning a lesson, teachers often ask questions to probe students' prior knowledge and connect the new material to their experiences. For example, when discussing rainbows, teachers might ask, "Have you ever seen a rainbow when it rains?" or "How do you think rainbows are formed? These questions are part of the diagnostic assessment used to determine students' initial understanding before diving into the material. After explaining the material, teachers usually give practice questions or short quizzes to measure how well students understand the lesson. This is called formative assessment and is used to monitor student progress and help teachers adjust their teaching methods if they feel that students are still having difficulty understanding the material. At this stage, students will also see whether or not their grades have met the Minimum Completion Criteria (MCC). If their grades do not meet the MCC, they are given the opportunity to take remedial or additional study to improve their understanding. This assessment is called criterion-referenced assessment because students' success is measured in terms of meeting certain standards, not in comparison to their peers. A few weeks or months later comes the summative assessment. Schools give midterm or end-of-semester exams with questions that cover all the material that has been taught. The purpose of this assessment is to evaluate students' overall understanding after the learning process. After the exams are over, students receive a report card. This assessment is called norm-referenced assessment because it compares a student's learning

outcomes with those of his or her peers and ranks them based on those outcomes. In addition, teachers also compare past grades with current grades to see how each student has improved. This is called Ipsative Assessment, which focuses on individual growth compared to previous performance.

There are two views about assessment. Some people think that assessment plays a very important role in the learning process. As with the 6 types of assessment above, through assessment we can see the progress that has been made and understand the results that have been achieved. This can be an encouragement for someone to continue learning and improving their skills - "I need to study so that my grades are good". Conversely, there are those who think that assessment is not important and that the results do not matter, so the spirit of learning can decrease. Without clear assessments, one may feel that studying or not studying makes no difference, which in turn may lead to laziness in studying - "Ah, no need to study because there is no grade". Although there are different views on the importance of assessment, in the world of education, assessment is still important. Assessment not only serves to measure students' understanding, but also helps teachers adjust teaching methods to be more effective. With good assessment, the learning process becomes more focused and students can develop optimally. So we can conclude that assessment is indeed very important in education. What do you think, is assessment important or not?



Chapter 3

Shaping the Future: The Role of Education in a Changing World

Dea Rahmawati

Introduction

Education plays a fundamental role in shaping individuals and societies. It is not merely a process of acquiring knowledge but a transformative journey that fosters critical thinking, ethical values, and lifelong learning. Teachers, as the cornerstone of education, bear the responsibility of guiding students toward intellectual and personal growth. However, becoming a professional educator requires more than just subject expertise; it demands dedication, ethical commitment, and continuous development. This book explores key aspects of the teaching profession, including professionalism, communication, classroom management, 21st-century education, and assessment. Each chapter delves into the challenges and expectations of modern educators, providing insights into the evolving landscape of education. From understanding the principles of professionalism to mastering effective communication skills, educators must equip themselves with the tools necessary to create meaningful learning experiences.

The Educational Profession and Its Challenges

Educational Profession explores the principles of becoming an educator. The definition of a profession according to Cogan (1955: 21), a profession is a practical skill grounded in a theoretical structure of learning or specialized knowledge. Additionally, a profession can be understood as a job requiring specific expertise. The meaning of a professional as defined by Jarvis (1983: 27), a professional strives for expertise and effectively applies knowledge in work. There are the requirements for professionalism. Achieving professional status is not accessible to everyone, as it involves various prerequisites, including formal education, specialized skills, relevant work experience, and a comprehensive understanding of the tasks involved. A strong work ethic is also essential. For example, teaching and motherhood qualify as professions. Teaching meets the criteria of a profession due to its requirement for expertise, formal education, and adherence to a code of ethics. In contrast, motherhood does not fall under the category of a profession, as it is

rooted in biological, emotional, and familial responsibilities rather than being a recognized, financially compensated occupation.

In a profession requires extensive and specialized training over a prolonged period. Professionals operate with a significant degree of autonomy, both individually and within their professional community. Full responsibility is taken for decisions and actions within their field of expertise. The primary motivation behind a profession is the service it provides to society rather than financial gain. Moreover, professionals are part of a self-regulating organization that oversees their practice. Becoming a teacher is not an easy task, as numerous requirements must be met to teach professionally. Various countries have different criteria for qualifying as a teacher. In Canada, for example, candidates must have 1-2 years of teaching experience, register with the relevant institution, and fulfill additional requirements. Although the process may seem complex, dedication and perseverance are key to becoming a professional educator. Inspiration to become a teacher often comes from past experiences with dedicated educators. A remarkable teacher has the ability to explain material clearly, making lessons easy to understand while demonstrating strong moral values in everyday life. A teacher who corrects misbehavior with kindness and firmness leaves a lasting impression, fostering respect and admiration. Personal aspirations to enter the teaching profession can also be influenced by family members who once dreamed of becoming educators but were unable to achieve that goal. Pursuing a career in education, therefore, becomes not only a personal ambition but also a way to fulfill a meaningful legacy. Across the world, teacher ethics share many similarities. Most countries uphold strict ethical codes to ensure professionalism, integrity, and dedication in the field of education. Examining global cases of teachers who have received recognition or faced consequences for their actions offers valuable insights into the significance of ethical conduct in teaching. The evolution of education from the Stone Age to the 21st century, highlights how teaching methods and the role of educators have developed over time. Understanding this transformation

emphasizes the importance of teachers in shaping future generations and maintaining the quality of education as a foundation for society's progress.

The Role of Professional Communication and Reflective Practice in Educator Growth

According to Clappitt (2012), Professional communication involves not only the transmission of information but also the ability to listen actively, interpret messages correctly, and respond appropriately. Effective communication ensures that ideas are conveyed clearly, reducing the risk of errors and improving decision-making. According to John C. Maxwell (2009), effective collaboration focuses on transforming a group of individuals into a cohesive unit where collective success is prioritized over individual achievements. This approach helps teams innovate and overcome challenges that no single member could address alone. **Reflective Practice, and Professional Growth.** The topic of **Reflective Practice and Professional Growth** was explored in depth, highlighting the significance of self-reflection in professional development. Engaging in reflective practice enables educators to consistently enhance their knowledge and skills, making them more effective in their roles. In some instances, this reflection takes place in the moment, a concept known as "**reflection-in-action**" (Schön, 1987). For instance, a teacher may briefly assess how students are engaging with an activity and, based on their observations, make immediate adjustments or continue the lesson accordingly.

The process of reflection becomes more effective with the use of structured tools and frameworks that provide guidance and clarity. Why does a teacher need to practice self-reflection in teaching? What tools can be used for self-reflection? What are some tips for setting professional development goals? Self-reflection is essential in teaching because it allows educators to assess and improve their instructional methods, adapt to student needs. Tools can be used for self-reflection: Journaling: Reflect on daily lessons, successes, and areas for improvement, Mind Mapping: Create a visual map to organize thoughts on teaching strategies,

challenges, or professional goals, Vision Boards: Design a board with images and quotes that represent your teaching philosophy, career goals, and desired classroom environment. Books and Courses: Read about teacher personal growth books and follow courses especially for teaching development. The study of human development offers valuable insights into self-reflection. One effective tool for this practice is Journaling, which has proven to be a powerful method for gaining self-awareness and tracking personal growth. The habit of journaling can be developed through structured reflections after every learning session.

Creating an Effective Learning Environment in the 21st Century: Classroom Management and Future Educational Challenges

What is classroom management ? (Djamarah, 2006: 177) states that class management can be interpreted as the teacher's ability to utilize the potential of the class in the form of providing the widest possible opportunity for each individual to carry out creative and creative activities. Each individual to carry out creative and directed activities. This includes planning, organizing and controlling classroom interactions and activities to support effective learning. And how do you do classroom management? One way is by creating Classroom Rules by making several points including implementing token economy, magic word, and other rules and designing them on a poster.

According to Mulyasa (2006: 91), classroom management is the teacher's skill to create a conducive learning atmosphere and control it if there is a disruption in learning. The goal is to manage time, space, resources, as well as interactions between students and teachers, so that the learning process runs smoothly and students can learn optimally. When asked about what should be managed and how classroom rules can help organize the classroom, the answers given were mostly the same: In schools, there are many things that need to be managed so that everything goes well, such as time, space, learning materials, and student development. In addition, managing staff, such as teachers and administrators, is also very

important so that all tasks can be carried out efficiently. One of the important things in organizing a classroom is creating clear classroom rules. These rules help students know what is expected of them, creating an orderly and structured environment. With clear rules in place, students are more likely to respect each other, take responsibility and focus on learning, making the learning process smoother and more productive. Examples of classroom rules include being punctual, respecting friends and teachers, speaking politely, listening carefully, working hard, and working hard.

The 21st century can be said to be the century of knowledge, a century characterized by the massive transformation from an agrarian society to an industrial society and continues to the knowledge society (Soh, Arsyad & Osman, 2010). The 21st century skills are divided into 3 parts, namely 1. Thinking Skills (Learning Skills) Thinking skills focus on how a person processes information, solves problems, and interacts with others to achieve goals, 2. Literacy Skills, focus on understanding, analyzing, and using information wisely in the digital era. 3. Life skills are practical abilities that help people succeed in personal and professional environments. Of course this skill is very necessary especially for the educational aspect. There are many skills that must be applied and developed in the world of education to make it better and more advanced.

Many people conveyed how to be a good teacher in this century, what are the conditions of students in this century, and what are the skills we need. The 21st century looks very advanced, right? But does this also apply throughout the world? Is this progress only in certain countries? According to NCREL & Metiri Group (2003) in *enGauge 21st Century Skills*, literacy in the digital age includes several important components. First, basic literacy, which includes language and math skills. Second, science literacy, which involves understanding science concepts and processes. Third, technological literacy, which is the knowledge of how technology works and how to use it efficiently. Fourth, economic literacy, which focuses on knowledge of economic issues and developments. Fifth, visual literacy, which is the

ability to interpret and produce images and videos. Sixth, information literacy, which deals with the ability to obtain, use and evaluate information from various sources. Seventh, multicultural literacy, which involves an appreciation of different cultures and beliefs. Finally, global awareness, which is the ability to understand global issues. Looks pretty amazing, doesn't it?

But unfortunately Indonesia has not been able to recognize all of this well. I don't know, it's so confusing that a country with such prosperous resources has not been able to manage it well. Especially with the current condition of education. Maybe the government has other priorities than having to prioritize education. Nelson Mandela said, *"Education is the most powerful weapon which you can use to change the world"*. But this is the reality of this country which is very rich but cannot manage it let alone manage the best weapon to change it. To create an education that can change the world, there needs to be equal access to education for everyone, regardless of background. The curriculum should also be relevant and innovative, teaching not only academic knowledge but also 21st century skills such as critical thinking, creativity and technology. In addition, education should focus on character development by teaching social values such as tolerance, empathy and responsibility. Improving the quality of teachers through continuous training is also crucial to ensure that they can provide effective and inspiring teaching. The use of technology in learning can expand access to information and bring education closer to students, even in remote areas. Education that involves communities and families will create a more supportive environment for learning. In addition, promoting lifelong learning and global awareness will help individuals adapt to changing times and face the challenges of the world. With these steps, education can be a very powerful tool to create positive change and bring the world to a better place. I believe this will happen, Indonesia will become a developed country and I always hope that all Indonesian citizens and the government can support this.

Rethinking Assessment: Addressing Educational Issues for a Better Future

According to Wiggins (1984), assessment is a system that helps educators to systematically monitor the progress of educators to systematically monitor learners' progress. Is it true that assessment is used to help learners' progress? This system provides benefits for individual development, increases motivation, and brings satisfaction when achieving good results. There are various types of assessments used in education, each serving a different purpose in evaluating learners' progress and understanding:

Diagnostic assessments are used to evaluate prior knowledge and identify strengths or areas for improvement before instruction begins. These assessments help educators tailor lessons to meet learners' needs. For example, a pre-test in mathematics before starting a new topic can determine students' understanding of foundational concepts.

Formative assessments occur during the learning process and provide ongoing feedback to guide improvement. These assessments are not necessarily graded but are used to monitor progress. An example is a teacher giving quizzes or class discussions to check students' comprehension and adjust teaching strategies accordingly.

Summative assessments evaluate learning at the end of an instructional period, typically through exams, final projects, or standardized tests. These assessments determine overall achievement. A final semester exam in history, for instance, measures how well students have mastered the material taught throughout the term.

Ipsative assessments compare a learner's current performance with their previous performance, focusing on individual progress rather than comparison with others. For example, a student who improves their essay-writing skills over multiple assignments can see their personal growth over time.

Norm-referenced assessments compare a learner's performance to that of a larger group, often using percentile rankings. Standardized tests such as IQ tests or college entrance exams rank students based on their scores relative to peers.

Criterion-referenced assessments measure a learner's performance against a fixed set of criteria or learning objectives rather than comparing them to others. A driving test, for example, evaluates whether a person meets specific safety and skill standards rather than ranking them against other test-takers. Each type of assessment plays a crucial role in the learning process, ensuring that students receive the necessary support and evaluation to enhance their educational experience.

The author will share real experience about assessment. One of the most challenging subjects is chemistry, often causing fear. However, during the 11th-grade mid-semester exam, an unexpected outcome occurred when only three out of thirty-six students passed without needing remediation, including being among them. An even bigger surprise came when the teacher appointed the successful students to teach the exam material to classmates who were considered academically superior. This achievement raised questions about whether it was luck or a miracle. On the other hand, biology presented a different challenge, as it required extensive memorization and lacked enjoyment in the learning process. Repeated failures in assessments led to stress, especially after putting in effort but not achieving the desired results. The implementation of relevant assessment methods is crucial since not everyone excels in written exams, just as not everyone performs well in practical assessments. One of the most memorable assessments was UTBK (Ujian Tertulis Berbasis Komputer), a state university entrance test that required proficiency in various fields such as mathematics, literacy, and reasoning. Passing depended on the score obtained and the competitiveness of the chosen major. Failing this exam caused feelings of pressure, particularly when seeing friends succeed. Analyzing the mistakes that led to failure helped in understanding the factors that influenced the results, including difficulties in answering high-

scoring subtests. These assessment experiences serve as a reflection, hoping that the assessment system in Indonesia can improve and remain free from cheating.

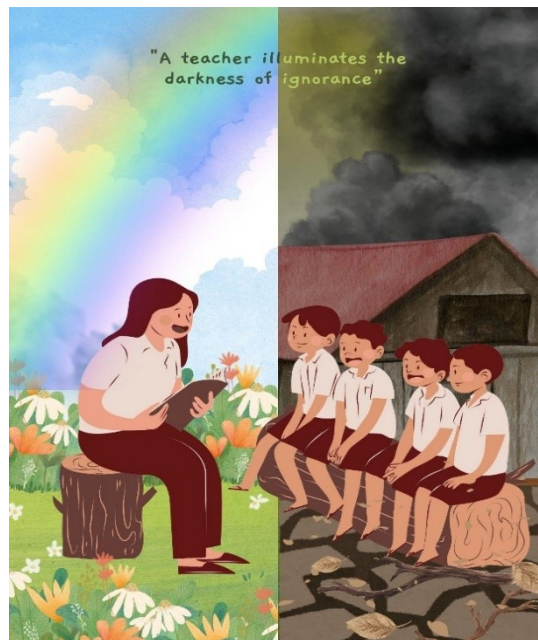


Figure 1. A Teacher Illuminates the Darkness of Ignorance

The author made an artwork on the topic of elementary school issues. The poster entitled *"A teacher illuminates the darkness of ignorance"* meaning that a teacher plays an important role in illuminating and erasing the darkness of ignorance through education, which means that a teacher not only conveys knowledge, but also opens students' minds and horizons. In this way, they help dispel the darkness caused by ignorance. Darkness of Ignorance, Darkness here is a metaphor for the condition of ignorance, lack of knowledge, and limited information that can hinder the development of individuals and society. The Role of the Educator through teaching, guidance, and motivation, teachers provide light: knowledge, values, and skills that help students understand the world, think critically, and develop their potential. I was inspired by a movie called *"Laskar Pelangi"* which is an adaptation of a novel by Andrea Hirata. The movie tells the story of a group of children in a small village in Belitung, Indonesia, who struggle

to get an education amidst economic limitations and facilities. They are led by a dedicated female teacher named Bu Mus. The story focuses on 10 children who form a group called “Laskar Pelangi”, which means “Pasukan Pelangi”. Despite facing challenges such as poverty and uncertainty about their continued education, they remain upbeat and optimistic, this motivated me to make a poster art.

Conclusion

From the various chapters discussed, it can be concluded that the role of educators, professional communication, classroom management, 21st-century education, and assessment systems are crucial aspects of the teaching profession. Education is not merely about transferring knowledge but also involves ethics, professionalism, and continuous self-development to adapt to the challenges of the times. A professional teacher must possess expertise, effective communication skills, and the ability to manage the classroom efficiently. Additionally, self-reflection and professional growth are key to improving teaching quality. However, there are still many challenges, especially in countries like Indonesia, where education faces obstacles such as unequal access, outdated teaching methods, and ineffective assessment systems. Despite having abundant natural resources, Indonesia struggles to optimize its education system. Teachers must receive continuous training to remain competent and innovative, ensuring that they can provide meaningful and engaging learning experiences. Education should also be made accessible to all students, regardless of their socioeconomic background, to create equal opportunities for success.

Furthermore, modern teaching strategies need to be implemented, integrating technology, critical thinking, and creativity to prepare students for the demands of the 21st century. The assessment system should be designed to measure not only academic knowledge but also practical skills, problem-solving abilities, and creativity, ensuring a more comprehensive evaluation of students’ competencies. Upholding ethical and professional standards in teaching is also essential, as

teachers serve as role models who shape the character and future of their students. As Nelson Mandela once said, *“Education is the most powerful weapon which you can use to change the world.”* With the collective effort of educators, the government, and society.



Chapter 4

The Heart of Education: Exploring the Teaching Profession and Its Responsibilities

Evina Aini Damayanti

What is a Professional Educator?

Talk about what's the difference between Profession and Professional, the author learned that all this time mostly just met a Profession, not a Professional. For example, when the author was at Elementary School she met a teacher that just gave a task without explained the material. Author thinks that's not professional, because students in Elementary School need some explanation to open their mind (Anak SD masih membutuhkan penjelasan untuk membantu mereka mencerna apa yang sedang dipelajari). From it, it can be known that every teacher is mean to the students. Something that teachers do for the students will influence academic and character development of the students. Like the author's story, students will not understand if the teacher does not give a good enough explanation or the teacher can't be a good facilitator, then it can build a student who will do the task with carelessness.

Therefore, the challenges as educators should not be left behind and must always be in line with changes and immediately improve themselves to face changes (Dirsa et al., 2022) from this, it can be seen that whatever challenges are faced, a teacher must be able to remain professional in distributing knowledge for the students. Either internal challenges such as facing students or external challenges such as changes in the education system, because everything that teachers give to the students will be remembered by the students. For example, when the author threw back a story when she was at Elementary School, the author learned to not become a teacher in her Elementary School. The author wants the next generation she will teach in the future to have a good memory to apply in their life.

What is a Teacher? Finlandia's teacher ethics code?

After knowing about the difference between profession and professionals, it continued with talk about teacher as a profession and teachers ethics code. Usually, teachers can be said to be educators, mentors, role models, facilitators, and inspirers

for their students. In Indonesia itself, teachers are considered as unsung heroes, because they are someone who contributes a lot to the next generation of the nation without expecting big feedback or respect. Simply defined, a teacher is someone who teaches in the classroom, gives students assignments and grades. Some research shows that (Dirsa et al., 2022) as educators and coaches of the younger generation, teachers must be role models inside and outside school, emulated by the community, especially by students.

When talking about the teacher's code of ethics, Finland is often seen as a model because of its highly respected education system. One of the main reasons for Finland's high-quality education is its strict process for selecting teachers. According to (YUSTIANI et al., 2024), teachers in Finland must have a master's degree, even for elementary school, which helps ensure their skills and professionalism. Additionally, getting into a teacher education program in Finland is very competitive, as only candidates with strong academic and psychological abilities are accepted. This strict selection process reflects Finland's strong ethical standards for teachers, which focus on professionalism, integrity, and continuous learning. In comparison, becoming a teacher in Indonesia is often seen as a backup career option, so the selection process is not as strict as in Finland.

Being a teacher is like being an artist, teachers must be careful in their actions and words because it will influence the students and can stick in the child's memory for an unknown period of time also being a teacher is not only professional in school, but outside of school or in public places must also be professional and ethical because who know that will meet a random people that know us as a teacher. The author learned that in the future, she must be a good teacher who can be a good role model for her students, so the author hopes that she can generate a good generation in the future.

Three pillars of a professional teacher

There are 3 important pillars to becoming a professional teacher, which are; Professional Communication, Collaboration and Teamwork, Reflective Practice and Professional Growth. Talking about collaboration and teamwork, it reminds us that as humans we are social creatures who cannot live alone without helping each other. How can someone work to accomplish something without the help of others? Maybe it can because nowadays there are many technologies such as AI that can help humans, but it may be difficult for teachers. A teacher's work cannot be completed alone or only with the help of AI. Collaboration and good teamwork are important things that a teacher must be aware of in becoming a professional teacher, especially in elementary education. With collaboration and teamwork, it will make it easier for teachers to organize students. In an elementary school class would have many students with different development, therefore every teacher in a school must be able to work together and help each other to pay attention to the development of each student because 1 teacher alone is not able to handle all the students who exist.

Continued with discussion about Professional Communication, teaching is one of the jobs that really needs good communication at work. Being a teacher will definitely connect with other teachers, staff, students, and parents, where there is communication that must be built to be able to communicate about student development and other work needs with school staff. So, communication with co-workers and students' parents must be careful, because just one or two words can make trouble, but it can be practical by making a website to be a solution to manage communication between colleagues and students' parents. This things is supported by some research that say penelitian menunjukkan bahwa komunikasi yang baik antara supervisor pendidikan dan guru membantu dalam mengidentifikasi kebutuhan dan perspektif guru secara lebih akurat (Bachtiar et al., 2024) this research shows that good communication between co-workers can minimize the problems that will happen. It means good communication can be like the tone of the voice and choosing the right words.

Then there is Reflective Practice and Professional Growth that teachers and teacher candidates must consider to become professional teachers. Being a teacher is not easy, there are many challenges that must be passed. But being a teacher is a noble job, where we can serve students by teaching and being a good facilitator for them. In serving others, we must do the best we can. Just like if we go to a restaurant and get bad service from the staff at the restaurant, maybe we will be a little angry, right? Therefore, to become a professional teacher we must be able to teach and be a professional facilitator to make a good impression on students. One of the ways to become a professional teacher can be done by doing self-reflection and self-will to develop. Often humans feel easily satisfied with their achievements. However, this mindset should not exist in teachers, a teacher must have a mindset to continue to develop in the teaching process and become a facilitator for the students. To become a professional teacher, someone can do it by self-reflection about what has been passed and can make reflections by giving students what they feel then evaluate these things and make a self-improvement. The author might agree with her teacher at her senior high school who does self reflection by give the students questions and also ask students about what they feel when he teaches us.

Class management: How to manage a classroom?

Talking about class management, the author is not experienced in that, but nowadays there is AI that can help. So the author discusses it with AI and asks AI about “What is classroom management? How should management class be? What kind of things must be managed in class for elementary school? Is the layout seat must be managed too?”. Absolutely AI answers all her curiosity, then from all AI’s answers the author can conclude that classroom management is something that can build a good condition in a classroom or can mention that is a strategy that is done by teacher and students teamwork that can result in a classroom condition that supports study. So the author gets to know that in the teaching and learning process, not only teachers who play a role but students role and behavior must be there too. The author also learned that teachers' behavior is important too and things that

must be managed in the classroom not just the people as an internal thing but external things like a layout seat, cleanliness of the classroom and facilities as elements in the classroom is important too because it can give effect to the teaching and learning process.

In managing a class, it can be done by making a rule that can be used as a direction to organize the class and students. Then the author found 9 classroom rules that she thinks must exist in her class in the future. From the 9 classroom rules that the author found, there's one rule that makes her interested and amazed, that is the rule to *Always try your best*. From it, the author gets an insight like "iya juga ya" and feels like this rules must exist in her future class because she thinks it can build her students' confidence to improve themselves in a learning process. It reminds the author too about her Elementary School era, when she have no confident to say her curiosity about the material, the author also have many question and argument in her mind that she want to say it but she have no confident to say it because the teacher looks like don't want be ask by students (tidak ingin ditanya muridnya). So in the future, the author will try to be a teacher that can build a good team works with her students so she can make a good condition in class and can do a good teaching learning. The author also wishes that in the future her students do not feel what she feels in a classroom that she makes.

Maybe the keys to successful school management are communication and dealings between teachers and students that are relevant from (Liu Han et al., 2024) that found teachers must actively engage students, clarify concepts, and encourage participation in meaningful learning experiences that cater to their individual talents and needs. So the author thinks compactness between students, teachers, and parents can result a good management class and maybe it is one of the keys to success in managing a class for a teacher.

There are also classroom rules that can help to manage the situation of elementary school children, which is the rule about giving time out to children

when there is a case of error committed by the child. Giving time out to children who make mistakes can help them to reflect on what they have done, so they can understand that what they did was wrong, therefore they must be in time out with the hope that they understand their mistakes and do not repeat it again in the future. Giving time out to children in grades 1-3 elementary school can be done by inviting students to the time out zone which is separate from their other friends to do simple activities such as drawing or listening to music in order to neutralize their emotions then the teacher can help to chat and ask students about the causes and consequences of the behavior they do. While in grades 4-5 elementary school time out can be given by inviting students to the time out zone to fill out a reflection card containing several questions related to what they have done, why they did it, what emotions they felt when they did it then the teacher can help them to think before acting and tell the consequences of their actions. In addition to giving students an understanding of the consequences of their actions, the time out rule can also help students to regulate their emotions.

Talking about class management, there's some question that made me reflect on it, the question is "Kenapa kita harus belajar dan berangkat sekolah? Kenapa sekolah harus pagi?" and from that question the author think that every person must go to school to learn because in school can meet friends and from it every person can learn how to make a interactions with other people, can build communications with other, can learn that many character of human that everyone can meet and also how to build a good relation with people around. This is supported by (Habsy et al., 2023) research, Piaget's theory highlights how children acquire and adapt knowledge through interaction with their social environment. Children learn by exploring, asking questions, and building knowledge with peers and adults. Meanwhile, Lev Vygotsky emphasized the role of the social environment in children's development. His theory introduced the concept of real developmental fields, where children can learn from interactions with more

experienced people. In social life, Vygotsky suggested that children can develop cognitive and social skills through cooperation with adults and peers.

About why every person must go to school in the morning, the author thinks that in the morning our brain is still fresh and can accept new knowledge, but in this era many children are sleep deprived because they sleep late at night which gives a bad effect when kids learn at school. It is caused by technology development, starting from television that author's feel, until now technology like handphones with social media that can give addicts to every person including children. However, in order for children to stay focused when attending school in the morning, parents should be able to educate their children and direct their children to sleep on time. So that children have enough sleep hours to face learning at school and children can understand the material taught at school properly and optimally.

21st Century Education

It was interesting to search about Students in the 21st century and she found an article from The Hun School of Princeton that in essence students in the 21st must practice the material and not again memorize the material. The article also explains the skills that students must have are 4C (Collaborative, Creativity, Cultural Competency, and Critical Thinking), hand on learning, leadership, and Personal Responsibility and Initiative. The author exactly agrees with the skills that mention it, because she thinks in this era when we were required in some institutions to work we demanded to have a character like leadership, high responsibility, initiative and high skills at an academy too like creativity and critical thinking.

Based on research (Jannah & N, 2023) state that said untuk memastikan agar anak-anak tidak terlalu berpuas diri terhadap fasilitas yang disediakan di abad 21, maka perlu dilakukan penanaman pendidikan karakter (moral) yang kuat, khususnya pada lingkup keluarga ataupun sekolah. From it, the author think that build a moral character is key in a education, she think when she become a teacher in the future she'll prioritized to build her students character first with build a good

team work with the student's parents so it can be balance because children are live 50% at home at 50% at school. The author thinks that build character is key in education, because her mind said when humans have a good character in themselves and can have good interactions with others, it'll make them more receptive to knowledge as an academic.

There's many things that can discuss from 21st Century Education topic and also can be learned like being a teacher at the 21st century is must be able to use a technology, must be a interactive person, and must be creative to be a facilitator not a teacher then can result students that have a good life skills like a good social interaction in a world full of technology, students that have critical thinking, independent character, high responsibility for themselves, also productive and initiative students character. This discussion made the author confused about what she must do to become a good educator in the 21st century. She's started thinking about how to handle students of different generations with her and she thinks this is a challenge that she must solve.

(Elitasari, 2022) menyimpulkan bahwa Pendidikan abad 21 memastikan siswa mempunyai keterampilan dalam pembelajaran dan inovasi, memanfaatkan teknologi dan media informasi, dan dapat bekerja dan bertahan hidup dengan memanfaatkan keterampilan hidup. From Handara's research, the author is thinking again about how to build students that can open with technology but can use it in a positive way and she also thinks about how to teach her students in the future to survive their lives. She is becoming scared now, she is scared if she gives a wrong lesson but she hopes she can face it and she'll try her best to result a excellent students in the future with all her knowledge she has.

Assessment & Assignments

After knowing and discussing 21st Century Education, it continued to discuss assessments with literature circles method. There's 6 types of Assessment and without the author realizing it, she has passed that 6 assessment in her school era from Kindergarten which is assessed by descriptive assessment to high school which is assessed by numbers. But after discussing and sharing about assessments, there is confusion about how to assess students in the right way. The author hasn't found a journal that states how to assess in the right way, but she thinks in assessing students it should be by describing their development and making a presentation as a symbol of how far the child has developed, not as a standard of whether the child is smart or not. In the author's opinion, assessment should be done to see the comparison of students' abilities in the past and the latest time, not to compare students with each other and assessment should be unlock student's improve so by assessment students can grow mind and knowledge but most of the time assessment in Indonesia make students stressed about it cause there's mindset from their environment that underestimate bad grade. From there, the authors got the idea that the mindset of parents and children in Indonesia must be changed.

After sharing and discuss a lot about assessment, the author got an idea that become a teacher is must be smart to assess the students by observe and save in own mind about students ability and become a teacher must have target and standard to assess students so can explain to the student's parents about the students development, not just give the number of the values and she think that it can minimize parents to underestimate their children. In her imagination, she wants to become a teacher that can give her students feedback about what they do because she wants her students in the future to be students that can improve themselves so she thinks if she wants that she must be a teacher that can support every student's process of learning.

Penelitian ini mengungkapkan bahwa pendekatan penilaian holistik yang diterapkan dalam Kurikulum Merdeka tidak hanya menilai pengetahuan dan keterampilan akademis, melainkan juga mengukur perkembangan sosial, emosional, dan moral siswa (Armini, 2024). Based on that research, the author has an idea that the assignment that can follow that assessment's method can be like giving more tasks in collaboration with their friends, because from that teacher can see how active the students are in the group tasks. Maybe give simple group assignments to be completed in class, so teachers can see how students' social, emotional, and moral development really works and can assess it based on what is seen.

Time Management of Primary Education Teacher

Talk about Educational Profession, as a teacher is must be able to be a multi-talented person. Starting from speaking in public, handling the kids, until making a teaching media, teachers must be able to do it all with creativity. Every ability that professional teachers must have can be trained from the beginning, such as managing time in college until do the task with our creativity. Like the author did, she make a digital art with assemblr website to explain about Time Management of Primary Education because in the previous lecture discussion there was a discussion about the skills that teachers must have in the 21st century, one of which is being able to use technology well. The author try to explore technology since college. In that art, author said that management time for primary education teacher is very important because teacher's task is not just teach in class, but there are another task that teacher must concern on it like develop themselves with join seminar and another activities outside of work. So, the author said that teachers as a human can't be self-dividing (membelah diri) and must be able to manage their time by making a daily planner that the author already did to improve herself and so that all activities can be done. That's relevant with research (Rahmah et al., 2023) that said Prioritas pekerjaan disusun sesuai dengan kepentingan dan urgensinya. Mengidentifikasi tugas mana yang dapat dilakukan dalam sehari, yang harus

dilakukan dalam waktu satu bulan dan seterusnya, serta tugas yang paling penting harus dilakukan lebih awal.

Time Management of Primary Education Teachers is not only done to organize the teacher's activities, but this time management can also be done by elementary school teachers to arrange learning activities in the classroom with their students. So that, learning activities in the classroom can become more structured in terms of learning each chapter of learning in the appropriate order and students can get a quality learning experience. Like the author's English teacher in junior high school named Mrs. Ratna, who has a structured teaching type where she always makes a learning plan at the beginning of each semester. For example, the first and second meetings are chapter 1 explanations and assignments, the next meeting is a chapter 1 test, and the next meeting is a chapter 1 grade remedial. This is done by Mrs. Ratna every month in 1 semester. At that time author was very enjoy to join Mrs. Ratna class, because of the way she did it, students feel that the material is learned in sequence and it feels easier to learn English with her.

Education in Indonesia

After making the art to present the topic, sharing each other's opinion and mind is a must as a teacher must be able to build a teamworks. So, in today's college, the future teachers are sharing about art and related topics that have been made. From this sharing, the author got many new insights from the other art and topics. It's like a technology in primary education, presented by Angel, one of the future teachers that says there will be many new technologies that may help teachers in the future or may challenge teachers to handle students in the future. Therefore, as a teacher in the future, it must be aware and open to technological developments and be able to adapt to existing technological developments. Then in the other topic, there's another future teachers that presented about diversity, equity, and inclusion in primary education tell about the bad experience when in elementary school and says that teachers is must be able to teachers must be able to embrace every

difference that their students have, because there's many cases that teacher just give a good grade to students who have well economy. It's unethical, in the author's opinion, teachers must give grades according to the development of children's abilities and not discriminate based on the economic conditions of their students. There are also other topics about issues at primary education that are presented by another future teacher of course. It tells that in Indonesia there's still many cases when the government already gives facilities in every school in Indonesia but the problem is the teacher can't use existing technologies. This is sad, when every student should be able to have the same experience but is restricted because the teacher cannot help to use it. Then the author and friends discuss that the government should not only provide facilities, but also provide education for teachers who are left behind and as teachers should also be active in learning new things to share with their students.

Professional teachers are those that teach with sincerity in order for teachers to be more enthused about teaching and to effectively convey their knowledge (Ibda et al., 2023). From this citation, teachers are reminded to always reflect on the behavior they apply to their students and improve bad behavior to good and correct bad behavior. In the author's opinion, being a professional teacher is not only distributing knowledge or theory to students but also being a good role model and making a good impression on students so that one day students can idolize their teachers.



Chapter 5

The Essential Guide to Becoming an Effective Elementary Teacher

Yemima Leontina Sapari

The Difference Between “Jobs” and “Professions”

Sahaka (2019) stated that a profession is a job that requires specific qualifications and cannot be performed by just anyone. In everyday life, people often struggle to differentiate between the terms "job" and "profession," even though they have distinct definitions. A job is a general term that encompasses all types of human activities involving physical effort, intellect, tools, and time to create, perform, or complete something.

Meanwhile, a profession is a position that demands specialized skills or expertise, acquired through higher education, specialized training, and problem-solving using scientific theories and methods. The educational process for a profession not only provides technical skills but also instills professional values. Additionally, every professional must adhere to a code of ethics regulated by professional organizations and has the autonomy to make professional judgments. Therefore, professions are highly prestigious in society and offer substantial compensation.

Based on these criteria, jobs such as traders, singers, dancers, drivers, and construction workers are not considered professions because they do not meet the standards of higher education, certification, and ethical guidelines. In discussions on professionalism and professions, certain characteristics define a professional, including responsibility, discipline, expertise, education, certification, and financial compensation.

Some examples of professions practiced professionally include doctors, who possess medical expertise, higher education, and certification to care for patients; teachers, who have teaching competence, certification, and responsibility for student development; and farmers, who cultivate and nurture crops to meet society's food needs. Thus, a profession not only requires specialized expertise but also entails a significant responsibility in serving the community.

The Importance of Classroom Management in the Learning Process

Classroom management refers to the organization and control of the classroom environment to ensure effective learning. In general, management involves various activities such as planning, organizing, directing, coordinating, supervising, and evaluating. Classroom management is a set of complex behaviors that teachers use to arrange and maintain classroom conditions, enabling students to achieve learning objectives efficiently (Sa'diyah, 2017).

Classroom management can be defined as an effort made by teachers or those responsible for teaching and learning activities to create optimal conditions for smooth learning processes. Teachers must possess skills in creating a conducive learning atmosphere and be able to handle any disruptions that may arise during the lesson. The success of a learning process largely depends on the teacher's ability to manage the classroom, including student management, physical environment arrangement, and instructional strategies.

In the teaching and learning process, several key aspects of classroom management include:

- **Student Management:** Ensuring students stay engaged, participate actively, and interact respectfully.
- **Classroom Rules:** Setting behavioral guidelines for participation and transitions during lessons.
- **Physical Environment:** Arranging desks, chairs, and learning materials to create an efficient and comfortable learning space.
- **Time Management:** Structuring lessons effectively to maximize learning outcomes.
- **Behavior and Discipline:** Addressing disruptions, resolving conflicts, and encouraging positive behavior.
- **Instructional Strategies:** Using various teaching methods to accommodate different student learning styles.

- **Technology and Resources:** Managing books, whiteboards, projectors, and digital tools to support learning.

As classroom managers, teachers play a crucial role in creating a stress-free learning environment where students can enjoy the learning process with high motivation. A well-organized classroom supports optimal educational interactions, allowing students to feel comfortable and enthusiastic about learning. Therefore, effective classroom management not only maintains order but also ensures that the learning process runs smoothly and achieves the best possible results.

Time Management for Teachers in Teaching and Daily Life

Time management is an essential skill that every teacher must have to ensure the learning process runs effectively and efficiently. Before starting a lesson, a teacher must carefully allocate time for each session, adjusting it to the amount of material that needs to be delivered. Without proper preparation, a teacher may face challenges such as running out of material before the lesson ends or running out of time before completing the material. These situations can reduce the effectiveness of learning and create an unstructured classroom environment. Therefore, teachers need to develop strong time management strategies to avoid these issues.

The key aspects of a teacher's time management include:

- **Lesson Planning**

Teachers should prepare a **Lesson Plan (RPP)** with clear objectives, determine **time allocation** for each activity, and prepare **teaching materials and media** beforehand to ensure a structured and well-directed learning process.

- **Classroom Time Management**

Teachers need to start and finish lessons on time, manage **transitions between activities** efficiently, and use effective teaching methods. Additionally, it is crucial to allocate sufficient time for students to engage in

discussions, ask questions, and practice in order to deepen their understanding.

- **Task and Assessment Management**

Setting **realistic deadlines** for assignments and exams, managing time for evaluating student work, and using efficient assessment strategies such as short quizzes or group assessments can help teachers monitor student progress more effectively.

- **Personal Time Management**

Beyond classroom responsibilities, teachers must also balance their time for personal matters such as worship, household chores, family care, and social interactions. It is important not to let personal activities interfere with teaching responsibilities, as this could affect a teacher's professionalism.

A good teacher knows when to start and finish a lesson effectively while managing time efficiently both inside and outside the classroom. By mastering time management, teachers can ensure that learning objectives are achieved optimally while maintaining a balance between professional and personal life (Yusuf, 2017).



Chapter 6

Deep Reflection for Future Teachers

Imellia Putri Ayuningtyas

The concept of professionalism in education is not merely about carrying out teaching duties but also about bearing the moral responsibility of shaping future generations. A professional teacher does not only possess academic competence but also strong work ethics and reflective abilities in teaching practices (Shulman, 1987). The debate on whether teaching is a profession or just a job has been ongoing for a long time. However, upon deeper examination, it is evident that teaching is a calling that requires high dedication (Darling-Hammond, 2000). Education is not just about transferring knowledge but also about shaping character and inspiring students to grow. A teacher's role is not confined to the classroom but extends to the overall development of students. In my experience observing an elementary school environment, I have seen how passionate and caring teachers can significantly boost students' motivation. However, I have also observed some teachers who merely perform their duties without giving extra attention to the character development of their students. If education is only perceived as a routine task, how can teachers truly inspire and shape future generations?

Ethics in education is often a challenging area. One of the main dilemmas is finding the balance between discipline and empathy for students (Strike & Soltis, 2009). Every decision made by a teacher can have long-term impacts on students' development. In my surroundings, some teachers serve as role models due to their firmness while still maintaining a sense of humanity. These teachers always seek the best approach to handle students with learning difficulties without humiliating them. However, there are also cases of teachers violating ethical codes, such as administering physical punishment or publicly embarrassing students when they make mistakes. I once heard about a student who became reluctant to attend class because the teacher frequently mocked their incorrect answers. Such cases raise questions: How can we ensure that the discipline enforced remains fair and dignified? How can we create a safe and inclusive learning environment? A good teacher does not merely rely on the reward and punishment system (Skinner, 1953)

but also builds effective communication with students, parents, and fellow educators (Hargie, 2016). In practice, delivering constructive criticism without undermining students' self-esteem remains a challenge. Therefore, a problem-solving and emotionally supportive approach becomes a more effective strategy in fostering positive relationships within the school environment.

No teacher works alone. Education is an ecosystem that demands collaboration among educators, school staff, and parents (Fullan, 2011). Collaboration is not just about sharing responsibilities but also about engaging in joint reflection and problem-solving (Little, 1990). I have observed in elementary schools that teachers who maintain good relationships with students' parents tend to handle student issues more effectively. For instance, a student struggled to focus in class due to family problems, but because the teacher and parents communicated well, they were able to find a solution together. Conversely, some teachers avoid discussions with parents, making it difficult to find the best solution for students. This proves that reflection and openness are essential in education (Schön, 1983). A good teacher is not only knowledgeable in their subject matter but also continuously evaluates their teaching methods. Classroom management is not just about controlling student behavior but also about fostering a positive and supportive learning environment (Marzano, Marzano, & Pickering, 2003). Quality education must accommodate student diversity. Equity in education does not only mean providing equal opportunities but also ensuring that each student receives the necessary support based on their needs (Florian & Black-Hawkins, 2011).

Art plays a unique role in education. Through art, messages about diversity, equity, and educational challenges can be conveyed more profoundly. A painting can illustrate the experience of a child from a different cultural background facing discrimination at school. A drama performance can depict the reality of unequal access to education still occurring in various regions. Art is not just a form of creative expression but also a powerful tool for reflecting on and communicating educational issues (Eisner, 2002). If art is more integrated into the curriculum, will

it help students develop empathy toward social realities around them? How can art be used to increase students' awareness of the importance of inclusivity? In my experience, many elementary school students grasp the values of unity and tolerance more effectively through regional songs or dances than by simply reading about them in textbooks. Thus, art can serve as a bridge to convey universal values in a more emotional and impactful way. Even in daily learning, art-based approaches such as drawing, music, or theater can help students express themselves and understand lessons more deeply.

Technology has become an integral part of modern education. As a learning tool, technology helps students develop the 4C skills: Critical Thinking, Creativity, Communication, and Collaboration (Trilling & Fadel, 2009). However, the use of technology in education is not just about mastering digital tools but also about understanding how to maintain students' privacy and data security (Livingstone & Haddon, 2011). I often see teachers who struggle with technology, making it difficult for them to manage online classes or use educational applications effectively. If a teacher does not continuously learn and adapt to digital developments, can they still provide relevant learning experiences for their students? How can we ensure that technology truly enhances learning effectiveness rather than becoming a distraction? Teachers must develop strong digital literacy skills to use technology wisely while maintaining meaningful human interaction in the learning process.

Assessment in education serves not only as an evaluation tool but also as a means to understand students' holistic development. Formative assessment plays a role in continuous monitoring, while summative assessment evaluates students' final achievements (Black & Wiliam, 1998). Beyond that, assessment can also be diagnostic and performance-based, providing a more comprehensive picture of students' abilities (Boud & Falchikov, 2007). At the school where I conducted my observations, many students exhibited extraordinary talents beyond academics but were not recognized because the assessment system still focused heavily on

numerical grades. If education is to be truly inclusive, assessments must provide opportunities for students to showcase their potential in various fields, including arts and practical skills.

Being a professional teacher is not just about mastering subject matter but also about having strong ethics, effective communication skills, reflective abilities, and an awareness of the importance of diversity and inclusion in education. Education is a dynamic process that demands adaptation to technological developments and evolving teaching methods. By continuously learning, collaborating, and reflecting on teaching practices, educators can create a greater positive impact on students and the education system as a whole.



Chapter 7

Education Without Boundaries

Adhelia Kusuma Nugraheny

The path to becoming a professional elementary teacher is a multifaceted journey, encompassing pedagogical expertise, classroom management skills, adaptability to evolving educational landscapes, and a deep understanding of student diversity. This chapter explores these complexities, drawing comparisons between different educational systems and highlighting the challenges and opportunities within the Indonesian context.

Navigating Educational Regulations and Professional Standards

Teacher regulations vary significantly across the globe, encompassing educational requirements, competency standards, and ethical codes. Finland, renowned for its highly respected teaching profession, mandates a master's degree and accepts only a small percentage of applicants into teacher education programs. Finnish teachers also enjoy significant autonomy in curriculum design and teaching methods. In contrast, the United States exhibits a more decentralized system, with varying certification and training requirements across states. Indonesia, since 2005, has implemented teacher certification to enhance professionalism and teacher welfare, yet challenges persist, particularly in remote areas, regarding access to professional development and retaining qualified educators.

A key aspect of professionalism is possessing the necessary competencies: knowledge, skills, and appropriate attitudes. Professional teachers not only master their subject matter but also demonstrate effective communication, motivation, and assessment strategies. They adapt to technological advancements and diverse student needs, often benefiting from ongoing professional development programs. In Indonesia, the teacher certification program aims to improve teacher quality and welfare, but access to professional development remains uneven, particularly in remote areas. This underscores the importance of self-directed learning and seeking out opportunities for growth.

Classroom Management and the Indonesian Context

Effective school and classroom management are crucial for creating a conducive learning environment. Well-managed classrooms optimize learning while enabling efficient time and resource allocation. Many countries involve principals and teachers in collaborative decision-making regarding curriculum, methods, and classroom organization. Japan, for example, employs a collective approach to school management, fostering a harmonious environment. Indonesia, however, faces unique challenges in classroom management due to significant student diversity. Discipline issues and limited resources can hinder learning. Therefore, equipping Indonesian principals and teachers with strong managerial skills through targeted training is essential.

Embracing Technology and Modern Teaching Methods

21st-century education demands teachers adapt to rapid technological advancements. The focus has shifted towards cultivating essential skills for navigating global challenges and a dynamic workforce: critical thinking, collaboration, creativity, and technological proficiency. While some Indonesian schools, particularly in urban areas, have integrated technology, disparities persist. Government initiatives like the "Digital Schools" program aim to bridge this gap, but enhancing teacher training in technology integration remains crucial.

Professionalism Beyond the Classroom

Beyond pedagogical skills and classroom management, professional teachers understand the importance of their role as role models. A teacher's appearance, demeanor, and interactions with students contribute to their professional image and influence student behavior. While teaching ability and classroom management are prioritized in Indonesia, some schools are now incorporating training on professional ethics and appearance.

Effective Learning Methods and Student Diversity

Effective learning methods are essential for student engagement and comprehension. Active learning strategies, such as group discussions, presentations, and collaborative problem-solving, promote deeper understanding. Technology integration further enriches learning experiences. In Indonesia, project-based learning (PBL) is gaining traction, but challenges remain regarding resource availability and teacher training. Increased support for teachers in implementing effective learning methods, including PBL, is necessary.

Indonesia's significant student diversity presents both opportunities and challenges. Teachers must be skilled in managing diverse learning styles, cultural backgrounds, and socio-economic differences. Inclusive education, which values and accommodates all learners, is crucial. While the Indonesian government promotes inclusivity, teachers need training in differentiated instruction and classroom management strategies to effectively address student diversity. Learning from countries like Canada and Australia, which prioritize inclusivity and support for students with special needs, could be beneficial.



Figure 2. Education without boundaries

Conclusion

Becoming a professional elementary teacher in Indonesia requires navigating a complex landscape of regulations, pedagogical approaches, classroom management techniques, technological advancements, and student diversity. It demands not only academic expertise but also strong social, emotional, and managerial skills. Continuous professional development, adaptability, and a commitment to lifelong learning are essential for meeting the evolving demands of 21st-century education.

The anecdotal conversation at the beginning of this chapter underscores the valid concerns of aspiring teachers. Addressing these concerns requires systemic changes that improve teacher welfare, provide access to quality professional development, and create supportive school environments. While the challenges are real, the potential to shape young minds and contribute to the future of Indonesia makes the pursuit of a teaching career a profoundly meaningful endeavor.



Chapter 8

The Multifaceted Role of the Professional Elementary Teacher

Permata Josi Otemusu

This chapter explores the diverse dimensions of being a professional elementary teacher, encompassing ethical conduct, classroom management, fair assessment practices, and the integration of technology. Through real-world examples and supporting research, we'll delve into the complexities of this multifaceted role and its impact on students and the wider community.

Teacher Ethics and Professionalism: A Mirror for Students and Society

Teachers serve not only as educators but also as role models for students and the community. Their conduct, both inside and outside the classroom, carries significant weight. Rebrina et al (2019) emphasizes the importance of educator ethics in effective communication and interpersonal relationships. A teacher's ethical stance forms the foundation for building trust and respect with students, colleagues, and parents.

A real-world example illustrates this point: A young teacher's decision to wear revealing clothing while performing as a singer in her village sparked controversy among students, parents, and colleagues. This incident, and the subsequent conversation with the principal, highlighted the tension between personal expression and professional responsibilities. It underscores the importance of teachers recognizing their influence and maintaining ethical conduct in all aspects of their lives. This realization led the teacher to re-evaluate her choices and prioritize her role as an educator. Ultimately, teaching is a calling, a commitment to shaping not only students' knowledge but also their character.

Creating a Safe and Comfortable Learning Environment

Professional teachers prioritize creating safe and comfortable learning environments that support students' emotional and social well-being. As Iskandar et al. (2024) highlight, teachers play a central role in fostering positive learning environments that nurture holistic student development. A supportive classroom

atmosphere is essential for effective learning, as students' emotional and mental health directly impacts their ability to concentrate and engage with the material.

A story from an elementary classroom illustrates this: A boy, struggling with family issues, became withdrawn and disengaged from learning. His teacher's attentiveness and compassionate response, along with the support of his classmates, helped him regain his focus and feel valued within the classroom community. This example demonstrates the powerful impact of a teacher's ability to create a nurturing and supportive learning environment.

Fair Assessment and Impartial Judgment

Fair and impartial assessment is a cornerstone of professional teaching. Each student possesses unique characteristics and learning styles, requiring teachers to approach assessment thoughtfully and avoid bias. Andini et al. (2021) emphasize the importance of utilizing appropriate assessment principles in elementary schools to accurately reflect student learning outcomes.

A conflict between a parent and a teacher over a child's grade reveals the potential consequences of unfair assessment practices. The discovery that the previous teacher, a relative of the student, had inflated the child's grades underscores the importance of objectivity and professionalism in assessment. Teachers must prioritize fairness and avoid letting personal relationships influence their evaluations of student performance.

Integrating Technology in Primary Education

In the digital age, technological proficiency is essential for effective teaching. Professional teachers leverage technology to enhance learning and equip students with crucial digital literacy skills. Baroroh et al. (2024) highlight the increasing importance of technology in creating interactive and engaging learning experiences.

The story of a school receiving computers that remain unused due to teachers' lack of technological skills underscores the urgent need for professional development in this area. Teachers must be equipped to utilize technology effectively, transforming themselves into facilitators of technology-based learning and empowering students to thrive in the digital world. Schools must invest in training and resources to support teachers in developing these essential skills.



Chapter 9

The Evolving Landscape of Elementary Education: Professionalism, Practice, and

May Liska Br Sebayang

This chapter explores the multifaceted nature of becoming and being an effective elementary teacher in today's evolving educational landscape. Through personal reflections, real-world examples, and relevant research, we examine the core tenets of the profession, including teacher ethics, classroom management, assessment practices, and the integration of technology. Each section delves into the challenges and opportunities facing educators, particularly within the Indonesian context.

Motherhood, Lifelong Learning, and the Professional Educator

This section explores the parallels between the lifelong learning inherent in motherhood and the ongoing professional development required of effective teachers. While motherhood is a vital life role, not a profession in the traditional sense, it embodies continuous learning, adaptation, and problem-solving. Mothers learn from experience, seeking knowledge from various sources to nurture and guide their children. This constant striving for improvement mirrors the commitment to lifelong learning expected of professional educators.

Professionalism in teaching encompasses a dedication to student well-being and learning, demonstrated through strong work ethic, fairness, confidentiality, effective communication with colleagues and parents, continuous skill development, professional demeanor, and efficient time and classroom management. Teachers, like mothers, are constantly evolving and refining their practices to best meet the needs of those in their care. They are not merely dispensers of information but facilitators, motivators, and guides, recognizing that students learn and grow in diverse ways (Munawir et al., 2023).

Creating a Safe and Comfortable Learning Environment

A safe and comfortable learning environment is fundamental for student success, impacting not only academic performance but also character development and psychological well-being. Teachers play a central role in cultivating such an

environment through effective communication, fair classroom policies, and adaptive teaching methods. This transforms the classroom into a space where knowledge transfer and the development of critical thinking, creativity, and social empathy occur simultaneously.

Establishing clear classroom rules, agreed upon by both teachers and students, fosters a conducive learning atmosphere. These rules might include raising hands before asking questions, taking notes during explanations, and full participation in group work. Such guidelines encourage discipline and deeper understanding of the material. Beyond physical safety, psychological safety is paramount. Teachers must create an environment free from bullying and implement clear, consistent rules based on fairness. Open communication channels allow students to voice concerns and feel heard (Novitasari et al., 2024).

Fair and Objective Assessment Practices

Academic assessment measures student learning outcomes, and teachers are tasked with using various methods to evaluate student progress. However, ensuring fairness and objectivity in assessment presents ongoing challenges. Teacher subjectivity, particularly in observation-based assessments, can introduce bias. Furthermore, pressure to prioritize grades over genuine learning can undermine the development of critical and creative thinking. Students' diverse learning styles and unequal access to resources further complicate fair assessment. A more flexible and inclusive approach is needed, recognizing that not all students learn or demonstrate understanding in the same way. Effective learning requires effective management, which involves organizing resources and directing activities towards achieving educational goals (Widiyanto & Wahyuni 2020).

Integrating Technology in Elementary Education

Technology holds immense potential for enriching elementary education, but its effective implementation requires careful planning and equitable access. While technology promises increased access to learning, economic and geographical disparities create barriers for many students. Furthermore, the digital literacy gap hinders optimal utilization of technology as a learning tool. Bridging this digital divide requires government intervention to provide infrastructure, subsidized internet access, and comprehensive training for teachers and students.

Technology can enhance student creativity by providing access to diverse resources and tools for self-expression. It also facilitates better parental involvement by connecting teachers, students, and parents through online platforms and communication apps. However, parents also need support in navigating these technologies and understanding the curriculum. Schools can play a key role by offering digital literacy programs for parents. While technology offers numerous benefits, its wise and appropriate use, along with adequate school facilities and teacher training, is crucial for maximizing its positive impact on elementary education (Nurharirah, 2024).



Chapter 10

Leading Educational Innovation

Priscilla Adara Candra Nuarida

This chapter explores the multifaceted role of the professional teacher in fostering educational innovation, drawing on personal experiences, research, and reflections. It delves into key areas such as communication, collaboration, 21st-century skills, assessment, and addressing critical issues in primary education.

Cultivating Professional Communication and Collaboration

Effective communication is fundamental to successful teaching. As Kervick (2017) notes, valuing parental expertise, particularly regarding children with disabilities, is crucial for effective collaboration and positive outcomes. Open communication with parents, built on trust and mutual understanding, is essential. Similarly, Morrissey (2020) emphasizes the importance of Professional Learning Communities (PLCs) in fostering collaborative school cultures and driving meaningful educational reform. Effective PLCs provide teachers with opportunities for shared learning, problem-solving, and continuous improvement.

Furthermore, reflective practice plays a vital role in professional growth. Ardelt & Grunwald (2018) research highlights the benefits of reflection: continuous learning, increased self-awareness, enhanced teaching effectiveness, identification of areas for improvement, and stronger collaboration. Personal reflection, journaling, reading professional literature, mind-mapping, and peer discussions are valuable tools for reflective practice.

Professional communication encompasses respectful interactions with students, clear and informative communication with parents, and positive conflict resolution with colleagues. Building a harmonious classroom environment, fostering open dialogue, and addressing conflicts constructively are essential aspects of professional communication. My observation in an elementary school, highlighted the importance of teamwork, communication, and empathy in supporting students with diverse needs, particularly those with talents often overlooked.

Mastering Classroom Management

Effective classroom management creates a positive and productive learning environment. It involves implementing strategies, techniques, and methods to direct student learning and foster a conducive classroom atmosphere. Key elements of classroom management include establishing clear rules and expectations, managing student behavior, facilitating positive interactions, and optimizing time utilization.

Creating classroom rules should involve student input to foster a sense of ownership and responsibility. Rules regarding respectful behavior, punctuality, attendance, classroom conduct, and technology use provide a framework for a productive learning environment. However, it's essential to consider the potential impact of rules on student creativity and motivation. Openly discussing rules with students, involving parents in the process, and providing clear explanations for sanctions can mitigate potential negative consequences. Regularly monitoring and evaluating the effectiveness of classroom rules ensures they remain relevant and supportive of student learning.

Embracing 21st-Century Skills

21st-century skills, including collaboration, communication, ICT literacy, critical thinking, and creativity, are essential for success in the modern world (Voogt & Roblin, 2010). Integrating these skills into the curriculum requires teacher training, changes in pedagogical approaches, and engagement with stakeholders. While the benefits of teaching 21st-century skills are widely recognized, bridging the gap between belief and implementation requires ongoing public discourse and systemic support for teachers and schools. As a future educator, I aim to cultivate these skills in my students by incorporating engaging, technology-enhanced learning experiences that promote critical thinking, creativity, and collaboration.

Utilizing Effective Assessment Strategies

Assessment is a critical tool for understanding student learning progress. It provides teachers with insights into student needs, informs instructional decisions, and offers valuable feedback. Various assessment types serve different purposes: diagnostic, formative, summative, ipsative, norm-referenced, and criterion-referenced. Selecting the appropriate assessment method depends on the specific learning objectives and context. Summative assessments, such as final exams and projects, can be particularly effective in evaluating student learning outcomes, fostering creativity, critical thinking, and collaboration. They also provide valuable data for identifying students who may benefit from additional support, such as tutoring or remedial classes.

Addressing Key Issues in Primary Education

Several critical issues impact primary education, including diversity, equity, and inclusion (DEI), technology integration, time management, and student safety. Promoting DEI requires addressing discrimination and fostering inclusive learning environments where all students feel valued and respected. My personal experiences highlight the importance of teacher intervention in addressing issues of discrimination and promoting respect for diversity.

Technology integration offers both opportunities and challenges. While it can enhance learning and engagement, responsible use and equitable access are crucial. Teachers must model responsible technology use and implement strategies to mitigate potential negative impacts.

Effective time management is essential for teachers, requiring careful planning, prioritization, and the use of organizational tools. Creating schedules, prioritizing tasks, and allocating time for both professional and personal responsibilities are crucial for maintaining balance and preventing burnout.

Finally, addressing issues like school funding, teacher shortages, bullying, student mental health, and safety requires a collaborative effort involving educators, policymakers, and the community. Prioritizing student safety and well-being is paramount.



Chapter 11

Cultivating Essential Skills for Effective Teaching

Rahajeng Agung Pinilih

This chapter explores crucial aspects of professional education, focusing on communication, collaboration, reflective practice, professional growth, and classroom management. These skills are essential for creating a positive and productive learning environment conducive to student success.

Professional Communication, Collaboration, Teamwork, Reflective Practice, and Professional Growth

Effective communication is the cornerstone of successful teaching (Saddique & Raja, 2022). This section examines three key areas: professional communication, collaboration and teamwork, and reflective practice and professional growth. Professional communication encompasses effective interaction with students, parents, and colleagues. Clear, empathetic communication builds understanding and positive relationships, minimizing misunderstandings. Active listening and careful word choice are crucial, especially in challenging conversations.

Written and verbal communication skills are equally important. Teachers must be proficient in crafting clear, concise, and professional written communications, such as reports and emails. Verbal communication requires clarity, attentive listening, and the ability to adapt to different audiences. A poorly worded student message, like "Sir, what's the deal with the assignment? I don't get it," can create confusion and appear disrespectful. In contrast, a well-crafted message, such as "Good afternoon, Sir. I would like to ask about next week's presentation assignment. There are a few points I don't quite understand, particularly regarding the references we should use. I would really appreciate your guidance. Thank you," demonstrates respect and clarity.

Effective professional communication involves careful message preparation, polite language, active listening, and a solution-oriented approach to disagreements. When communication breakdowns occur, strategies like mediation, consultation with experienced colleagues, and documentation can be helpful.

Collaboration and teamwork are vital for a synergistic work environment. Open communication, respect for colleagues' opinions, and clear task delegation based on expertise are essential. For example, curriculum development requires collaboration between teachers and administrative staff. Building effective professional learning communities (PLCs) requires shared vision, active participation, and a culture of open communication and reflection. Regular discussions, workshops, and peer teaching activities foster the exchange of ideas and best practices (Roberts & Pruitt, 2008).

Collaborative problem-solving involves strategies like brainstorming and clearly defined roles. For example, addressing a student's learning difficulties might involve collaboration between the teacher, counselor, and parents.

Reflective practice and professional growth are essential for continuous improvement. Self-reflection enables teachers to evaluate their methods, effectiveness, and student responses, identifying strengths and areas for growth. Tools like learning journals and peer feedback support reflective practice. Setting SMART (Specific, Measurable, Achievable, Relevant, Time-bound) professional development goals ensures continuous growth. Reflective activities, such as group discussions, classroom observations, and case studies, provide opportunities for growth and improvement.

Classroom Management

Classroom management creates a conducive learning environment where students feel comfortable, motivated, and disciplined. It involves balancing clear expectations with flexibility and student engagement. Effective classroom management includes:

1. Establishing clear, adaptable rules (Alter & Haydon, 2017).
2. Encouraging student involvement in lessons (Hunt, 2003).
3. Employing flexible and diverse learning methods (Loon, 2022).

Managing various classroom elements is essential for effective teaching:

1. **Students:** Managing behavior, fostering responsibility.
2. **Learning:** Implementing effective teaching methods.
3. **Rules:** Establishing clear, consistent guidelines.
4. **The Room:** Organizing the physical environment.
5. **The Teacher:** Serving as a positive role model.
6. **Time:** Balancing study and rest.
7. **Social Interaction:** Promoting positive relationships.
8. **Student Emotions and Motivation:** Creating a supportive atmosphere.
9. **Learning Resources and Technology:** Utilizing tools effectively.
10. **Differentiated Management:** Addressing diverse needs.
11. **Attention and Focus Management:** Keeping students engaged.
12. **Parent Involvement:** Communicating with and engaging parents.
13. **Managing Unexpected Events:** Preparing for emergencies.

This comprehensive approach to classroom management creates a dynamic and supportive learning environment where students can thrive.



Chapter 12

Antara Gelar S1 dan Hati yang Membara : Menelisik Jalan Menuju Profesionalisme Guru SD

Zhafran Suryo Prakoso

Widya Aurora Nugrahanty

Ira Risqiana Selvy

Putri Indra Dewi

Sebagai mahasiswa S1 Pendidikan Guru Sekolah Dasar, kami memiliki semangat untuk menjadi pahlawan tanpa tanda jasa, mengabdikan diri dalam membimbing generasi penerus bangsa. Namun, perjalanan menjadi seorang guru profesional di Indonesia menyimpan banyak tantangan. Gelar S1 memang menjadi pembuka awal, namun apakah itu cukup untuk menyandang predikat guru profesional? Bagaimana dengan peran sertifikasi seperti Pendidikan Profesi Guru (PPG)? Dan yang lebih penting, apakah profesionalisme semata-mata diukur melalui formalitas itu?

Lebih dari Sekadar Gelar

Kami menyadari bahwa menjadi guru profesional tidak hanya tentang gelar atau sertifikat. Di lapangan, guru senior yang telah mengabdikan bertahun-tahun seringkali menunjukkan dedikasi yang luar biasa. Sayangnya, banyak dari mereka yang harus terbebani administrasi atau kegiatan yang mengurangi waktu untuk inovasi dan pengembangan diri.

Kisah inspiratif datang dari Beni Saputra, seorang Kepala Sekolah di SDN 47 Kota Pekanbaru. Karirnya dimulai sebagai guru membantu di sekolah terpencil dengan gaji minimal, tetapi ia terus menunjukkan semangat belajar dan mengajar. Selain memberikan pembelajaran berkualitas, ia juga membangun hubungan erat dengan orang tua siswa dan mengembangkan sekolahnya menjadi Sekolah Penggerak. Kisah seperti ini menunjukkan bahwa profesionalisme tidak semata-mata ditentukan oleh gelar atau sertifikasi, tetapi juga dedikasi dan semangat untuk terus belajar dan berinovasi (Pengelola Siaran Pers, Kemdikbud 2024).

Apa Itu Guru Profesional?

Dari hasil wawancara kepada tiga orang guru, profesionalisme tidak hanya soal kognitif atau teknis. Guru A, seorang pendidik di sekolah swasta, menyebut bahwa profesionalisme terlihat dari kemampuan seorang guru untuk menciptakan suasana belajar yang hidup dan menyenangkan tanpa menjadi kaku atau saklek. Guru B, yang mengajar di sekolah negeri, menambahkan bahwa guru profesional

adalah guru yang dirindukan siswa karena kesabarannya, bukan karena hukuman atau pujian semata. Sementara itu, Guru C menggarisbawahi bahwa seorang guru profesional adalah pendidik yang bekerja dengan sungguh-sungguh, mengayomi siswa, serta menanamkan nilai-nilai moral dan karakter kepada anak didiknya. Menurut guru B yang mengajar di Sekolah Negeri guru profesional itu guru yang dirindukan murid. Murid disiplin, mau belajar dg kesabarannya. bukan karena ingin dipuji atau mendapat hukuman. Menurut guru C, seorang guru profesional yang mengajar di Sekolah Negeri harus mengerjakan pekerjaannya dengan sungguh-sungguh, mengayomi siswanya dengan baik, serta dapat berperan sebagai seorang pendidik yang bukan hanya mengajarkan tentang materi tetapi juga karakter mulia kepada anak. Kami lantas bertanya, “Jadi tidak harus PPG terlebih dahulu untuk menjadi guru yang profesional ya?” beliau mengatakan PPG adalah keharusan, karena dengan PPG itu membantu pembuktian bahwa pengajar itu sudah profesional. Jadi PPG itu sebagai bentuk bukti nyata yang berwujud bahwa sang guru itu sudah berlabel profesional.

Standar Etika dan Tanggung Jawab Hukum dalam Pendidikan

Standar etika dan tanggung jawab hukum dalam pendidikan adalah landasan penting bagi profesionalisme guru (Suciwati, 2025). Etika pendidikan mencakup keadilan dalam perlakuan dan penilaian siswa, utilitarianisme dalam keputusan yang mengutamakan manfaat bagi mayoritas, serta penghormatan terhadap hak asasi manusia, termasuk martabat dan privasi siswa.

Selain itu, tanggung jawab hukum seorang guru meliputi keselamatan siswa, menjaga kerahasiaan, melaporkan pengungkapan atau pengabaian, dan mendorong non diskriminasi. Dalam praktiknya, guru sering menghadapi dilema etis, seperti menyeimbangkan keadilan dengan keadaan individu dalam tindakan yang lebih disiplin, menjaga keadilan penilaian, atau mengelola tantangan digital seperti perundungan siber sambil tetap melindungi privasi siswa. Dengan menjunjung prinsip-prinsip etika dan hukum, guru dapat menciptakan lingkungan belajar yang adil, aman, dan mendukung.

Empat Kompetensi Dasar Guru Profesional

Para guru sepakat bahwa untuk menjadi profesional, seorang pendidik perlu menguasai empat kompetensi utama (Yanuarti, 2017):

1. Kompetensi Pedagogik : Mencakup cara mengajar, menciptakan suasana belajar yang efektif, dan memahami kebutuhan siswa.
2. Kompetensi Sosial : Membangun hubungan baik dengan siswa, rekan kerja, orang tua murid, dan komunitas.
3. Kompetensi Profesional : Menguasai materi pembelajaran secara mendalam sesuai standar kurikulum.
4. Kompetensi kepribadian : Menjadi teladan yang baik bagi siswa dengan sikap, karakter, dan moral yang terpuji.

Komunikasi Profesional

Komunikasi yang baik adalah inti dari pengajaran yang efektif. Dengan siswa, komunikasi profesional berarti mendengarkan secara aktif, memberikan instruksi yang jelas, dan menciptakan lingkungan yang mendukung. Bagi orang tua, membangun kepercayaan melalui pembaruan rutin dan merespons cepat terhadap masalah adalah kuncinya. Sementara itu, kolaborasi dengan rekan kerja memerlukan umpan balik yang konstruktif, berbagi sumber daya, dan komunikasi yang jelas baik secara lisan maupun tertulis. Menyelesaikan percakapan sulit dengan profesionalisme yang melibatkan nada yang tenang, fokus pada solusi, dan tindak lanjut yang jelas.

Kolaborasi dan Kerja Sama Tim

Kolaborasi antara guru dan staf pendukung memainkan peran besar dalam menciptakan lingkungan belajar yang efektif. Membangun komunitas pembelajaran yang profesional membantu berbagi ide, praktik reflektif, dan solusi

kolektif untuk menantang pendidikan. Strategi pemecahan masalah kolaboratif, seperti memanfaatkan teknologi bersama, memperjelas peran, dan menyelesaikan konflik dengan cara yang positif, memperkuat efisiensi waktu.

Praktik Reflektif dan Pertumbuhan Profesional

Refleksi diri adalah elemen penting untuk pertumbuhan dalam profesi mengajar. Alat seperti jurnal, umpan balik dari rekan sejawat, atau model seperti Siklus Reflektif Gibbs (deskripsi, perasaan, evaluasi, analisis, kesimpulan, dan rencana tindakan) membantu guru memahami kekuatan dan area untuk perbaikan. Dengan menetapkan tujuan profesional menggunakan kerangka SMART (*Specific, Measurable, Achievable, Relevant, and Time-bound*), guru dapat menargetkan perkembangan yang berarti dan berkelanjutan. Akan lebih bagus jika guru memiliki kesadaran untuk melakukan Penelitian Tindakan Kelas (PTK) jika ada masalah di dalam kelas.

Penutup

Profesionalisme guru adalah perpaduan antara kompetensi akademik, pengalaman, dedikasi, etika, dan kemampuan komunikasi. Gelar S1 dan PPG memang penting sebagai landasan, tetapi hati yang membara, refleksi diri, dan semangat untuk terus belajar adalah kunci utama. Dengan sistem pendidikan yang lebih fleksibel, guru dapat terus berkembang menjadi pendidik profesional yang tidak hanya memberikan ilmu, tetapi juga membentuk karakter generasi penerus bangsa, menciptakan lingkungan belajar yang etis, komunikatif, dan kolaboratif.

BIOGRAFI



Yohana Setiawan, M.Pd. adalah seorang pengajar di Program Studi S1 Pendidikan Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Kristen Satya Wacana (UKSW). Beliau menamatkan pendidikan S1 PGSD di UKSW pada tahun 2014 dan melanjutkan studi S2 Pendidikan Dasar di Universitas Yogyakarta, lulus pada tahun 2018.

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Is Teaching My Calling?

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"Is Teaching My Calling? The Elementary School Edition" adalah buku reflektif dan edukatif yang menggambarkan perjalanan, tantangan, serta esensi dari profesi guru Sekolah Dasar (SD) di era modern. Buku ini mengeksplorasi makna mendalam dari panggilan menjadi guru SD, dimulai dari dilema gaji rendah, beban kerja, hingga tantangan profesionalisme. Melalui pembahasan tentang pedagogi, komunikasi profesional, manajemen kelas, etika guru, hingga implementasi keterampilan abad ke-21, penulis menyajikan perspektif holistik tentang bagaimana guru tidak hanya mentransfer pengetahuan, tetapi juga membentuk karakter dan masa depan bangsa.

Selain itu, buku ini menyoroti pentingnya pembelajaran sepanjang hayat, kolaborasi antar guru, penguatan berpikir kritis dan kreatif, serta penerapan teknologi dalam pendidikan. Berbagai pengalaman nyata, dan refleksi pribadi dari para penulis memperkaya isi buku ini dengan pendekatan yang humanis dan relevan dengan kondisi pendidikan di Indonesia.

Ditujukan bagi calon guru, mahasiswa, praktisi pendidikan, serta masyarakat umum, buku ini menjadi ajakan untuk merenungi kembali: Apakah mengajar adalah panggilan hidup Anda?

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