

TEACHERS' PERSPECTIVE ON THEIR TEACHING PROFESSIONS

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ABSTRACT

Teachers' perspective about their teaching is play an important role in enhancing the teaching learning process because the strategy they belief in teaching practice influence the quality of education. This study aims at investigating teachers' perfective about their teaching that relate to their belief and strategy in teaching process. Teachers with different background of study at senior high school level were interviewed in order to obtain the data qualitatively. The finding illustrated some teachers' belief being patience and wisdom was important thing to avoid confrontation in classroom since every student has unique characteristics. In teaching strategy, the techniques applied by teachers should appropriate with contexts and contents of the syllabus. In order to investigate the difficulties of materials served in the classroom, reflection was done regularly. Additionally, assessment was not always applied at the end of semester; it could be done every meeting. Moreover, the successful of teaching was not permanently evaluated by students' score but also the changing of students' behaviour and attitude.

Key words; *Teachers' perspective, teaching, profession*

ABSTRAK

Perspektif guru dalam mengajar memegang peranan penting dalam meningkatkan proses belajar mengajar karena strategi yang mereka yakini dalam praktik mengajar mempengaruhi kualitas pendidikan. Penelitian ini bertujuan untuk mengetahui perspektif guru tentang apa yang mereka percayai dan strategi dalam mengajar. Guru dengan latar belakang studi yang berbeda di tingkat SMA diwawancarai untuk mendapatkan data secara kualitatif. Penemuan ini mengungkapkan banyak guru berkeyakinan bahwa kesabaran dan kebijaksanaan penting untuk menghindari konfrontasi di dalam kelas karena setiap siswa memiliki karakteristik yang unik. Dalam strategi pembelajaran, teknik yang digunakan guru harus sesuai dengan konteks dan isi silabus. Untuk menyelidiki kesulitan materi yang telah disajikan di dalam kelas, refleksi dilakukan secara teratur. Terlebih lagi penilaian tidak selalu dilakukan di akhir semester, hal tersebut dapat dilakukan setiap hari. Selain itu, keberhasilan mengajar tidak secara permanen dievaluasi oleh nilai siswa tetapi juga dari perubahan perilaku dan sikap siswa.

INTRODUCTION

Teaching is a series activity conducted by teachers and students in the classroom not only for the purpose of transferring knowledge but also improving the students' knowledge and achievement. During teaching learning process, the teachers are

demanded to be perfect. They must look natty, well preparation of materials, emotional stable; build good relationships with the students, creative and active. The writer doubt that teachers able to maintain the perfectionist performances in every single day, because of mood and emotion of

people always changed. However, try to be a perfectionist teacher is a choice.

Teaching is a highly complex and challenging ability and just as learners need the support of students, so do teachers need support from parents, managers, governors and others (Cooper & McIntyre, 1996). It showed that teaching is a hard work that needs support from others. Parents are needed able to control their children in doing homework. From the government what teachers expected are text books for each students and the appropriate curriculum for increasing students' knowledge.

Teachers are expected to be "perfect"; it means they have to be active, creative, innovative, attractive and well performance so that the students would focus on their instruction in the classroom. Teachers also are demanded have much knowledge in their brain in order to support them in running activities well. Lewis (2008: 138) stated as teachers, regard the learners, the learning process, and the teaching, these perceptions are at the heart of teachers practice. It shows that the responsibilities of teachers are not only prepare the materials but also having belief about how to build good relationship in order to encourage students in learning.

Actually, the duties of teachers are not only giving new knowledge to the students, but also have to regard their job, students and teaching learning process. That is not an easy work, sometime they have to scarify their belief, like in present day, the teachers have to pass all students to continue next level even though they have no capability in cognitive domain. Teachers must ignore their belief of teaching because of the system of curriculum. When the chairman of school stated that all of students must be pass in exam, what is the benefit that teachers used many strategies, creative and techniques in teaching, nonetheless at the end of semester they have to measure by giving the same score to whom studied hard and those whom indifferent in learning.

They are so many theories of approaches and methods can be adapted and implemented in the classroom activities. When teaching a lesson, teachers should know about the methods and techniques. A technique is an implementation which actually takes place in a classroom. It is particular trick, stratagem, or contrivance use to accomplish an immediate objective (Richard & Rodger, 2005). Every teachers have their own ways of teaching and using many strategies in order to attract students' motivation and interest, serve the materials as easy as possible so that the students able to master the lesson optimally. Furthermore, when the knowledge is absorbed easily into students' brain it would make them easily in passing the examination. Therefore, the teachers are expected having the ability to present the materials creatively, selecting materials based on the students need, designing item for assessments and evaluating the teaching learning process. Moreover, warm relationship between teachers and students also influences the good atmosphere in the classroom; as stated by O'Brien (2001) learning is not simply about cognitive processes, emotional and social factors are important too.

Perspective defines as a particular attitude towards or ways of regarding something; a point of view (Cross, 2014). Absolutely each teacher has their own view about the way of teaching that involve techniques or strategy in order to achieve the target of curriculum, to cover the syllabus, to ease the students in mastering the materials, well in classroom management and build good relationships between teachers and students. Therefore, in this study the writer tried to investigate the teachers' perspective about their teaching at senior high school level.

METHODOLOGY

The writer took three teachers as participants who taught different lessons at

different senior high school in Pidie Regency. In this study the data was collected by using interview. Interview is one of the techniques in collecting information by using dialogues both direct and indirect. Creswell (2014) classify the interview into four types; one-on-one interview, focus group interview, telephone interview, and electronic E-mail interview. The writer used one-on-one interview that asked questions and recorded answers from one participant in the study at certain time. The writer designed interview sheet as a guideline in order to ease in gathering information. The following step was to record whatever the participants respond toward the questions then transcribed it descriptively.

DISCUSSION

The main purpose of this study is to find out the teachers' perspective and their belief about teaching. Perspective defined as the way of thinking about something or point of view toward something. It cannot be denied that every human being has their own perspective about an object, so did teachers. They had their own ways to run activities in the classroom. After taking an interview with three teachers who taught at different subjects, here was the information about the finding.

Teaching Biology

Being a teacher was very delightful job according to a biology teacher who has taught 25 years and 8 months. Since she was a child, her dream was being a teacher. After struggling for many years at University of Syiah Kuala, she was graduated as cumlaude student. Then she took CPNS test and passed it. Definitely, she became government teacher for entire of her life. She said that being a teacher was something interesting, because the object of our duty was not "death material" but human being who are able to talk, smile, laugh, and angry. So the important things in teaching were

patience and wisdom. Without those features surely the confrontation cannot be avoided. Each classroom has 30 students and each student has their own attitudes and characters. She believed teacher should aware about the divergent personality of students and gave more attention to the naughty students in order to help them in solving the problem and mastering the subject. In line with her belief, Collin (2002) proposed some key qualities that facilitate learning related to relationships such as; reciprocal, encouraging, loving and warm, authentic and accepting, trust, and empathy. It showed teachers were expected able to courage students' motivation, know their students' names, feel equal, not blame the students when they do mistakes and become reliable for their students. Therefore, building good communication with students may influence the courageous in following activities in the classroom.

In teaching biology, she usually used discussion and presentation as the technique in teaching practice. Firstly, students were divided into some groups and each group consists of 5 students. Then teacher wrote one topic at white board, all groups got the same topic. Their duties were to present the information about the topic and made note what they did not understand yet. The students who well participated in discussion would get high score.

However this technique was not did every meeting. It was depended on the topic of the materials. When materials quite difficult she applied teacher-centered in running class activities. It meant she designed and transferred the materials step by step in order to make students understood it well. In secondary school, the success teacher was evaluated by students score. For example, if the score of students at midterm test (*UTS (Ujian Tengah Semester)*) passed the minimal score criterion about 60%, it can be said the teachers were success in teaching. But if the percentage was below

sixty, it meant those teachers were failed. Many teachers determined “success in teaching” based on the students’ scores; in fact the changing attitude was more important according to her.

Before semester examination, she asked the students to make a reflection about the teaching learning process. This activity was aimed to investigate the difficulties about the materials so that for the next session/meeting she could correct and prepare the presentation of materials well. Teaching biology was not maximal because the construction of laboratory was not ready yet. There was no place to practice the materials such as; needed a microscope to observe the reproduction of bacteria and the division of DNA (*Dioksiribosa Nuclead Acid*). It was really interested whether able to observe it directly.

For the future, she wished Indonesian education will be improved, qualified, and more prestige; no more cheating strategy in passing National Examination (UN) and the criteria of limited score (*KKM (Kriteria Ketuntasan Minimal)*) was appropriate with students capability, because at present those *KKM* was too high and the intelligence of students also different.

Teaching English

Commonly senior high school provided two specific programs there were: social and science programs. English was an important subject for both programs. It taught about 6 hours every week. Most of students complained that they were difficult in mastering this subject. So that it became problem of thinking for the teacher who taught this subject.

An English teacher who has taught for 7 years believed every teacher should adjust their technique toward students’ ability and concerned to the atmosphere in the classroom. In teaching English, she usually applied some techniques such as discussion,

role-play, learning discovery, project-based learning, games and watching movie. Those techniques were implemented based on the contexts and the contents of syllabus. For example, narrative text was appropriate with watching movie while news item text was suitable for discussion. Those entire features helped her in daily teaching, but it would not run well (discussion and role-play) if input (capability of understanding the materials) of students were low.

The big obstacle in learning English was lack of vocabulary. To overcome this trouble she asked the students to memorize ten words each meeting. Then the students were asked to pronounce it in front of the class randomly. This strategy influenced students’ development of vocabulary. For reluctant and shy students, it was really challenged her patience, even though she have explored many ways to persuade them, but they still kept quiet. Moreover, being wisdom and patient were a best choice to overcome all problems.

According to her, the best teaching was whether the teacher able to give a good model of behaviour to students, created interesting atmosphere in the classroom, respected each other and built good relationship with students. So that, all techniques of presentation of materials that implemented by teachers would be easily absorbed to students’ brain. She also stated that teacher’s succeed in teaching was not always evaluated by scoring. The changing of students’ personality (from misbehaviour to good attitude), and improving the way of thinking were kind of progress in teaching.

In future time, she hoped the education would be improved not only in academic sector but also in the curricular. So that the next generation would make our country proud and notice us as a country which has many achievements in science, sport, art, and culture.

Teaching Economy

Economy was a particular subject for social program. This subject was broader than another, because it consists of management and accounting knowledge. In transferring materials, the teacher used memorization, discussion, think pair share and puzzle. There were many terms in economy subject such as, inflation, devaluation, equilibrium and etc. to make easy the students in remembering those terms and its definitions, teacher designed it into a puzzle.

Think pair share made students more motivated in studying together. While discussion implemented when the topic related with recently issue such as, about inflation, increasing demand of petroleum and increasing salary of officer. It was interesting because students freely to express their own thought.

Reflection of learning was done every two months. And the purpose of this activity was to improve teacher's qualified, and to increase teacher's professional because from those reflections the teacher able to investigate the strength and the weakness of materials presentation and also to know what topic that had been understood and which part was still confused.

Assessment was done every day, the attendance list, participant in discussing, and review test were influenced the semester score. She believed that process was important than result, so that whether students failed or not were evaluated in daily activities.

She wished for the next time the students able to increase their achievement, and no more National Examination. Most of students felt National Examination became a nightmare because the process that they had done in three years of learning was neglected by three days test. If the score of its test low, definitely the students were failed to graduate from their schools.

CONCLUSION

Every teacher has their own perspective in teaching. Some of them

believed building good relationship was important thing to avoid confrontation in classroom. Techniques that used by teachers should appropriate with contexts and contents of syllabus. Reflection was done regularly in order to investigate the difficulties of materials presentation. Assessment was not always done at the end of semester; it could do every meeting in teaching learning process. Moreover, the successful of teaching was not permanently evaluated by students' score but also the changing of students' behaviour and attitude.

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