



# PROCEEDINGS

International Seminar and Annual Meeting 2017 BKS PTN Wilayah Barat  
Fields of Linguistics, Literature, Arts and Culture  
September, 12<sup>th</sup> – 14<sup>th</sup>, 2017

Editor

• Rahmad Husein • Meisuri • Anni Holilla Pulungan  
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Foreword

Head of BKS - PTN Barat  
Field of LLAC Sciences  
Dr. Isda Pramuniati, M.Hum.



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“The Implementation of Language,  
Literature, Art and Cultural Studies  
in Strengthening the Nation’s Civilization”

**THE IMPLEMENTATION OF LANGUAGE, LITERATURE, ART  
AND CULTURAL STUDIES IN STRENGTHENING  
THE NATION'S CIVILIZATION**

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**Medan, 13 September 2017**

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## FOREWORD

International Seminar and Annual Meeting (SEMIRATA BKS-PTN) Western Region field of Language, Literature, Arts and Culture - 2017 organized in Medan (Sumatera Utara), 12 – 14 September 2017. The theme **“The Implementation of Language, Literature, Arts and Cultural Studies in Strengthening The Nation’s Civilization”**

Civilization is a cultural phase in human life. Civilization is characterized by the ability to master science, knowledge, technology, and art (IPTEKS) consciously. The sub theme of this activity is the utilization of the results of studies of language, literature, art, and local culture in the development of learning materials and the reinforcement of civilization of the nation; revitalization of values in language, literature, art, and local culture in the life of a nation and society; examine the prospects of language, literature, art, and local culture to become a national cultural value to strengthen national civilization; assessment of local cultures to find similarities with national culture; contribution of the studies of language, literature, art, and culture in the development national civilization; the study and creation of art to strengthen national civilization; revitalization of language, literature, art and local culture to establish the national civilization.

The realization of the International Seminar and Annual Meeting and the issue of the Proceeding in collaboration with many people. Appreciation goes to the Head of BKS-PTN Western Region, the Rector of Medan State University, Deans, Vice Deans associated in BKS-PTN Western Region in the field of Language, Literature, Arts and Culture; keynote speakers, presenters and participants of the 2017 SEMIRATA in Medan, particularly the committee.

Hopefully, the proceeding can inspire many people to keep improving and developing the science of language, literature, arts and culture that will benefit in strengthening the national civilization.

Head of BKS - PTN Barat  
Field of LLAC Sciences

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## EDITOR FOREWORD

International Seminar and Annual Meeting of the State University Cooperation Agency (SEMIRATA BKS-PTN) West Region in the field of Language, Literature, Arts and Culture is one of the annual activities aimed at establishing cooperation among State Universities in the Western region of the Republic of Indonesia to encourage, develop, and advance the institutions that are members to continue to move forward in order to prepare for the face of the ASEAN Economic Community and also the era of globalization in general.

The development of creative industries has encouraged various parties to continue to innovate in various fields; not to forget also the field of linguistics, literature, art, and culture. There are so many ideas, thoughts, and formulations that can be raised as creative ideas to start the creative industries as stated in this proceeding. The book emphasizes the development of creative industries in the fields of linguistics, literature, arts, and culture that have been studied and formulated by lecturers and researchers from various universities in Indonesia, Malaysia and Singapore. The book also provides ideas on how to apply teaching and learning as well as curriculum development to be able to preserve the language, literature, arts, and culture in schools.

This proceeding is divided into 6 sections:

The first part is the five papers conveyed by the main speakers (Keynote Speakers). This section deals with intercultural learning in the language of a German, the study of language, literature, art and culture in Asian civilization, and the uniqueness of public transport in Minangkabau through the experience of an Australian professor.

In the second part there are eighteen papers that examine about the science of language. This section provides an analysis of paradigmatic relationships in cultural texts, projection in Indonesian newspapers, lexical changes in regional dialect, Malay identity in Indonesian, Indonesian translation principles and procedures into English, Indonesian slang formation in Instagram comment , kinship system, language attitudes, lexical language innovation, grammatical abuses, use of language in chat, comic language, language learning approach, student speech performance, regional figurative language function, role of local language expression, and gender language differences in film .

A total of nine papers in the third part of this proceeding related to the field of literature. The nine papers provide an overview of the mantras in local language poetry, the values in folklore, the span of domination of literary works, the inventory of saga as a learning material, the defense strategy of silat as the cultural identity of the nation, the cultural rules as the means of national preservation, the acceptance of literature through facebook, the relation of mantra meaning, and the nuances of local culture in the novel.

Art studies are listed on four articles in the fourth section of this paper. The studies raised the idea of a traditional dance trip to the creative industry, the rhythm of reading music patterns, the identity of the nation through the clothing of tradition, and establishing identity through local art performances.

The twenty-nine theme of culture in the fifth part of the proceedings discusses character education, local cultural semiotics, local cultural performances, local cultural institutions, in regional traditions, non-cultural heritage, plural society interactions, cultural acceptance, traceability of food, courtesy in digital languages, traditional tools symbolism, and clothing motifs for character formation of students.

The last section covers the application of linguistics, literature, arts, and culture in the lessons of papers which are from research to formulation of ideas in this section. The papers cover aspects of education based on language and literature learning, development of teaching materials based on cultural values, regional stories, oral literary texts, and the use of online or pantun-shaped instructional media and natural laboratories. In addition, the curriculum of cultural arts and learning strategies is also discussed both inductive-deductive, project-based learning, learning styles, seating positions, role playing, performing arts, songs, regional literature, and theater.

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# BUILDING THE PROFESSIONALISM OF TEACHERS AS AN EFFORT TO IMPROVE EDUCATION

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## ABSTRACT

Professionalism issue of a teacher, especially related to learning skills slants education issues in Indonesia. The professionalism which is nowadays considered as a demand is frequently disseminated and promoted. The promotion is supported by the teacher certification program or the teacher profession program. A teacher possessing the certificate is assumed to be skillful in carrying out teaching and learning process. He must be responsible and qualified in doing his profession. The professionalism of a teacher becomes an important milestone in realizing the innovative learning process through four teacher competencies, namely: pedagogical competence, professional competence, social competence, and personal competence. Efforts to improve the professionalism of teachers through these competencies are very possible to be achieved through education in accordance with academic qualifications, the implementation of professional programs under sustainable supervision, regular innovative trainings, the realization of the literacy program, the utilization of workgroup of teachers, synergy and collaboration with various parties, writing on and working in the field of education as well as the change of the management paradigm. These can be implemented by the habitual and regular approach to ensure the availability of professional teachers in doing their duty and responsibility, both at the elementary and intermediate levels.

**Keywords:** professionalism, teacher, and learning

## INTRODUCTION

The implementation of education in Indonesia aims to create people that have religious, noble, cultural, human, moral, democratic and justice values. These values lead them to be responsible, both personally and socially. All kinds of improvement may be achieved through education. In addition, education may create people who do have sense of humanisms.

Professional educators are highly required in order to implement the process of education. One of them is a teacher. A teacher plays a very important role in education. He requires building his professionalism in performing his duties. He is also expected to bring about reform in this globalization era.

Nowadays, a teacher encounters hardships in carrying out his duties. He must be able to adapt with the circumstances. A teacher that does not organize and build principles and ideology will get difficulty to carry out his duties. Competition becomes bitter and bitter day by day. Therefore, the professionalism of a teacher is a must. A professional teacher will be the answer to future challenges. Furthermore, he is a role model and he is able to encourage an independent generation.

Various efforts have been done by the government to create professional teachers. Variety of education and trainings are sponsored. The education and trainings aim to create a good mannered and committed teacher in doing his profession. Furthermore, various policies have been issued and various discussion forums have been organized. The aim of the issuance of the policies and the discussion forums is to create a professional teacher. The Government continues supporting the professionalism of teacher by awarding the allowance to dedicated teachers who run teaching and learning process.

A teacher who has done his duties for either a long time or a short time is necessary to be motivated to be a professional teacher. That is why, various efforts have been made by the government to those who intend to become teachers. The purpose is to create a professional teacher. A professional teacher is the hope and the dream of the national education. He will be able to answer various challenges and problems in this country. So, it is not surprising that teacher is considered 'a noble profession'. The teacher's profession gets encouragement from the government with the issuance of regulation regarding teacher and lecturer as stated in Law Number 14 of 2005.

The issuance of Law of 2005 regarding Teachers and Lecturers is an effort to empower and improve the quality of teachers and lecturers. The qualified teachers in the development of their profession get assurances from the government. The government has invested in education as a step to develop and advance professional human resources. To that end, professional development helps teachers to achieve better performance. Therefore, professional teachers will gain support in obtaining life skills and the value of confidence to compete in local, national, and global life. Finally, a professional teacher can achieve education and learning goals.

### **Professionalism of Teacher**

A professional teacher in carrying out the task is a necessity and prestige in the implementation of education. Krull (2002) suggests that professional profession improves the prestige of a teacher in teaching. A professional teacher also achieves a high position in his society. Okas, *et al* (2014) affirmed that the struggle for the occupied profession enhances the image and accountability. A teacher who does and acts the best can improve his skills, insight, and knowledge.

Similarly, Hoyle and John (1995) argue that being a professional should have three main points. They are knowledge, autonomy, and responsibility. Teacher activity in conducting learning can not be separated from the gain of knowledge, freedom in carrying out duties and authorities, and responsibility for what he does. That is why, in the learning process, a teacher has the task of providing knowledge, attitudes and values, and skills to their students. A teacher is responsible to see and evaluate everything that happens to the development process of his students.

Fuller (1970) explains that a teacher who has reached the professional stage in carrying out teaching tasks to their students, there are several important things that a teacher concerns. First, students learn what they are taught. Any information, knowledge, attitude, behavior undertaken in the learning process is a part that can be absorbed by the students. Mistakes or carelessness by a teacher have the potential to bring students to deviate because they learn from what see and hear, at least 50% (Looper, 1999). That is why, a professional teacher will be careful in acting and providing information.

Second, students learn what they need. A professional teacher thinks about what his students need. A teacher should do some reflection or explanation of what they want to be given-taught to their students, according to their needs or not at all. Something contrary to the required one tends to be refused in a learning process. In order to avoid rejection, SFC (2015) provides information in accordance with the specific needs and support how to access them so that the wish can be fulfilled.

Third, a teacher is the agent of change for his students. A teacher should not just teach or transfer knowledge. A professional teacher endeavors to plan, to implement, to conduct, to evaluate, and to assess what is given to their students. Will what is taught to the students today bring a good impact in the future or not? This question needs to be reflected by a teacher after he teaches students. A teacher should be able to look at and analyze the future so that he can plan and prepare the students in facing and exploring changes in the future (USAID-Achievement, 2013).

### **Teacher Professional Standards**

The professional standard of teachers in carrying out their profession is designed to produce qualified and capable teachers to face challenges and to compete in the future. Stiles and Horsley (1998) argue that professional teacher development needs to be done that includes: (1) Professional Development Standard A is the professional development of teachers through various perspectives and inquiry methods. A teacher in this sketch through a natural observation, make explanations and test the explanation based on natural phenomena; (2) Professional Development Standard B is professional development for a teacher that requires science and knowledge and understands how to do it. The teacher endeavors to understand how students learn important concepts, what concepts the learners can understand in line with their stage of development, and what representations can help the students learn; (3) Professional Development Standard C is the professional development of a teacher to understand that by selecting the teaching profession, he has committed to learning all the time, so knowledge he gain will always develop; (4) Professional Development Standard D is that the development of teachers' professional programs should be coherent (related) and integrated (in Danumiharja, 2012).

Danumiharja (2012) affirmed that there are four characteristics of a professional teacher of the present century. They are as follows; (1) A teacher has matured and developed personality; (2) He has good mastery of knowledge; (3) He has skills to encourage students to master science and technology; and (4) He develops his professionalism on an ongoing basis. These four characteristics are integral and inseparable. If these conditions are met then a teacher can change the role of a passive teacher into a creative and dynamic teacher. Semiawan (1991) explains that the fulfillment of the requirements of professional teachers will change the role of the original teacher as a verbalist orator into a dynamic force in creating the invitation learning environment.

Mulyasa (2008) connects the professional standards of teachers and prospective teachers. He further said that at least there are seven professional standards of teachers and prospective teachers. They are as follows; (1) Mental standards, a teacher must have a healthy mentality, love, dedication, and a high commitment to his duties and job; (2) Moral standard, a teacher must possess noble character and high moral attitudes; (3) Social standard, a teacher must have the ability to communicate and do social intercourse with the community environment; (4) Spiritual standards, a teacher must have faith and piety to God embodied in worship in everyday life; (5) Intellectual standards, a teacher must have adequate knowledge and skills in order to perform his duties and obligations properly and professionally; (6) Physical standards, a teacher must be physically fit. He must not suffer from infectious diseases that endanger himself, students, and his social environment; and (7) Psycho standards; a teacher must be spiritually healthy, meaning that he does not suffer from mental disorders or other disorders that can interfere with the implementation of his professional duties.

Meanwhile, Law Number 20 of 2003 on the National Education System and Law Number 14 of 2005 on Teachers and Lecturers design the teacher professionalism standards actually measured and observed through four competencies of the teacher. They are pedagogic, personal, social, and professional competence. Pedagogic competence is the ability of a teacher to manage the learning which at least includes understanding insight or educational foundation, learners, Curriculum or syllabus development and learning design; the implementation of educational and dialogical learning; Use of technology for learning; Evaluation of learning outcomes; and the development of learners to explore their potentials.

Personal competence includes at least a personality that believes and devotes to God. He is also noble, wise and prudent. In addition, he should be democratic, steady, authoritative, stable, matured, and honest as well as sportsmanship. A teacher should also be a role model for learners and society. Furthermore, he should be evaluate his own performance objectively and develop himself independently and sustainably.

Social competence is the ability of the teacher as part of a society that at least includes the competence to communicate orally, written, and / or to use polite gestures; to utilize communication and information technology functionally; to do social intercourse effectively with learners, fellow educators, education personnel, education unit leaders, parents or security of the school; to interact politely with the surrounding community by obeying the prevailing norms and value system; and to implement the principle of true brotherhood and spirit of togetherness.

Professional competence is the ability of a teacher in mastering the knowledge of science, technology, and / or art and culture that he teaches which at least include mastery: subject matter in a broad and in-depth in accordance with the standard of content of a educational unit, subjects, and / or groups of subjects to be taught; and the relevant concepts and methods of discipline, technology, or art, which are conceptually shaded or coherent with the educational unit program, subject, and / or subject group to be taught.

As a manifestation of a teacher's professional measurement, the government conducts teacher certification programs. It is believed that the program is able to map the professionalism of teachers in carrying out his professional duties. A teacher who graduated from the program will be awarded an 'educator certificate' by the designated organizers. A teacher who has own the certificate is assumed professional in doing his profession. A professional teacher becomes an important note in achieving advanced learning process.

### **Establishing the Teacher's Professionalism**

Based on Article 1 of Law of 2005 regarding Teachers and Lecturers, Teacher is a professional educator whose main duties are educating, teaching, guiding, directing, training, assessing, and evaluating learners. In order to do these duties, apart from the professional standardization aforementioned, there are several components that can be of concern in building the professionalism of a teacher. It is believed that a teacher has already had the principle of professionalism. That is why, the professionalism of a teacher needs to be developed and formed.

#### *Multi-Stage Education in Line with the Academic Qualifications*

In accordance with applicable regulations on the national education system, it is affirmed that a teacher must require the academic qualification of Diploma 4 or a bachelor degree (First Degree or Strata 1 in Indonesian education context). Academic title owned supports the understanding of the profession. It also reflects the competencies that a teacher must have. A teacher is also expected to graduate from the graduate program. It is expected that a teacher graduating from high level of education, in this case the graduate program will be more and more professional. A teacher must have high motivation to be in the maximum academic qualification. Both the local government and central government fully support a teacher who intend to continue his education and to improve his professionalism as a teacher. A teacher must not be reluctant to continue his study to a higher level. A teacher who has high academic qualifications directly or indirectly has improved the quality of education.

#### *The Profession Program under Sustainable Supervision*

The efforts to empower teachers should be carried out by the government continuously through the teacher certification program. This program should be best utilized by a teacher. A teacher should put this program as a place to learn to become a professional teacher. He should not complain if he does not succeed in the program yet. At least, through this program a teacher understands the standards of being a professional teacher. He should prepare to be professional then. A teacher who graduates from this program will be awarded a educator certificate as professional legality, especially in the implementation of teaching and learning. Tanang and Abu (2014) affirmed that the certificate is a proof of formal recognition awarded to a teacher as a professional teacher by the state. Indonesia puts a great hope for the success of education on teachers who have had the certificate. Therefore, a teacher should try to improve and develop his professionalism or at least to maintain the standards aforementioned.

A teacher who has succeeded in the certification program is expected to share his experience with other teachers who have not succeeded in the program yet. He should be a counterpart for them. He should supervise them when they do teaching and learning process. They should share and do correction each other in the framework of evaluation and self reflection when doing their duties. The purpose is that the more information and suggestion are received, the more critical the planning is and the better the implementation of teaching and learning process is. In addition, sharing and reflection make them to be more prepared in carrying out duties as a teacher.

#### *Regular Innovative Trainings*

The various trainings organized by various parties that support the teacher profession becomes an important part to create the teacher's professionalism. Whatever the institutions organize the trainings, a teacher should attend the trainings because the trainings result in a positive contribution in the implementation of education. An innovative training helps teachers develop themselves to achieve the expected goals. In the ETF of 2014, it was affirmed that s training is an effort to self-reflection. By doing a reflection, a teacher will review things that have been planned and done. Success in teaching and learning can be both measured and controlled through reflection, improvement, maintenance, and / or development.

#### *Realization of the Literacy Movement*

If anyone wants to make a progress, he should read a lot. Reading is the gateway of all information. Regular reading activity brings a teacher to gain a lot of knowledge and information. The knowledge and information make a teachers have professional competence. Therefore, anyone who wants to be a professional person in his profession, reading is an activity that is reckoned with.

#### *Utilization of Teacher Workgroups*

MGMP, IGS, PKG, and other teachers' forums are places to build, to improve, and to develop the professionalism of teachers in teaching and learning process. Teachers attending the forums can share experiences and help other teachers solve problems and provide criticism and suggestions for the implementation and improvement of the process. KKG containing meaningful activities will bring positive impacts, especially on teaching and learning issues and general education implementation. Supriadi (1998) affirmed that KKG is a place to share experience of teachers in solving problems faced in teaching activities. In addition, KKG is an arena to improve and develop the social competence.

#### *Synergy and Collaboration with Various Parties*

An implementation of education duties will run better if a synergy and collaboration exist among various parties, such as fellow teachers, parents, supervisors, various institutions (P4TK, LPMP, LPTK, PPP, and related agencies). The synergy and collaboration are carried out to involve the elements concerned to work together to improve the professionalism of teachers. The counter parties forge and learn to realize a professional person in carrying out teaching and learning process. Susetyo (2012) even assured that the synergy and collaboration can improve the social competence of the teacher. *Republika.co.id.* (2016) affirmed that various parties need to be involved to achieve quality.

#### *Writing and Working in education and learning*

Besides through reading, pedagogic, personal, professional competence can also be built through writing and working. A teacher who likes writing and producing various works will create a good image of himself. The works also show that the teacher is professional in developing knowledge. In addition, writing and working can build the professionalism of a teacher. A person who studies hard, reads a lot, and writes ideas that he has, will give many advantages for readers who read his works. The readers will get information that may help them in solving a problem that the readers have. The more a person reads and writes, the more professional he is. Smith stated that reading and writing result in intellectual, physiological, and emotional advantages for the individual.

#### *The Change of The Management Paradigm*

A teacher has an autonomous right to develop his skills in carrying out the teaching and learning process. Activities that do not develop skills should be abandoned. He should make innovative changes by

rearranging the basics of planning of and teaching and learning that can lead him to be a professional teacher. A person who is able to improve his perspective, concepts and targets will be able to make a good planning for the success of teaching and learning activities. Tanang and Abu (2014) affirmed that professionalism emphasizes the mastery of management capabilities and its application strategy.

## CONCLUSION

To be a professional person in carrying out duties and obligations, a person should obey and apply rules and direction set forth. Professionalism cannot be spontaneously achieved. It needs a sustainable and contiguous process. There are four competencies that a teacher must have in achieving these goals, namely: pedagogic, personal, social, and professional competence. Efforts to establish professionalism of teachers through these competencies may be achieved through education in accordance with academic qualifications. A teacher also should attend a professional training program and do continuous supervision, follow continuous innovative training, and succeed the literary movement. He also should make use of teacher workgroup well, synergize and collaborate with various parties. He is also recommended to write and work in the field of education, teaching and learning and to change the management paradigm. In addition, he should also plan, implement, evaluate, and reflect on what he does when teaching. Reflection is a very good way to analyze various shortcomings and mistakes that a teacher may make. It can be done by the habituation approach and the programmatic approach to ensure the professional of teachers in performing his duties, both at the level of early childhood education, primary education, and secondary education.

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