



## A Review of Literature on Professionalism and Motivation to Become a Professional Teacher

**Rifky Aditya Ramadhan**, *Sebelas Maret University, Indonesia*, [rifky.r1@student.uns.ac.id](mailto:rifky.r1@student.uns.ac.id)

**Suharno**, *Sebelas Maret University, Indonesia*, [suharno.52@gmail.com](mailto:suharno.52@gmail.com)

**Chumdari**, *Sebelas Maret University, Indonesia*, [chumdari.pgsd.uns@gmail.com](mailto:chumdari.pgsd.uns@gmail.com)

**Abstract.** This study aims to look at teacher professionalism and encourages teachers and pre-service teachers to become professional teachers. The quality of education is currently very much influenced by teacher professionalism and motivation and therefore it is necessary for teachers to have professionalism and motivation. This study is a review of literature which focused on collecting, analyzing, presenting, and summarizing information related to professionalism and motivation to become professional teachers. The primary sources of data were the articles that discuss professionalism and motivation to become professional teachers. The data analysis technique used was collecting articles that discuss theories and information about professionalism and motivation to become professional teachers. The data collected were in the form of notes, opinions, and researchers' interpretation of the research findings. The huge amount of data obtained were reduced by selecting relevant information that focuses on problem solving and findings to answer research questions related to professionalism and motivation to become a professional teacher. The results of this study confirm that professionalism is the level and qualification of understanding to do substantial work and motivation is required to improve the relevant competencies. It is also essential to have self-motivation and expertise to help achieve the highest standard of professionalism and motivation in the teaching profession.

**Keywords:** Professionalism, Motivation, Professional Teacher

Received: 10.11.2020

Accepted: 13.12.2020

Published: 24.01.2021

### INTRODUCTION

Education is a main tool to explore the world and without education a person can't have good skills. It is a part of history that contributes to nation-building. One of the Aristotelian philosophers defines education as an activity that is respective in itself and inseparable from moral and individuals can develop theories to achieve self-control, good life goal, happiness and finally the actualization of wisdom (Salahshoori, 2012: 3061). By having a life goal, education plays a role in giving a good direction to survive. However, educators require support from all levels of society to become qualified to achieve the goals of education.

The quality of education is influenced by factors of professionalism and teacher motivation in the education process through the main pillars of educating, training, guiding, assessing, researching, and teaching. The whole world has recognized that teachers and the quality of teaching play a central role in the development and sustainment of smart citizens and informants (Mceetya, 1999: 237). There have been debates amongst teachers about the concept of professionalism and professional development activities that the evidence of professional teachers are exemplary attitude and good behavior inside and outside the classroom (Tanang, 2014: 36).

It becomes a problem that many teachers and pre-service teachers are not aware of the importance of teacher professionalism and motivation (Trif, 2013: 230). They do not have adequate professional development and competencies that are useful for their future teaching career. As educators, they should realize that professionalism and motivation are important. Basically, knowledge and experience are competencies that assist oneself to achieve the best quality in their professional work (Okas, 2014: 342). Therefore, professionalism and motivation to become professional teachers needs to be further studied.

At present professional development has been provided by government. It is in accordance with Weber's statement (2012: 85) that the government has facilitated programs on teacher professionalism because it realizes that teacher professionalism is a must in the current era of globalization. However, it is not only an obligation, but also a requirement for every teacher to become a professional. Nesje (2018) conducted a research in Norway and found that it is important for teachers to have intrinsic motivation because motivation provides knowledge about core values, beliefs, and expectations in a profession to increase professionalism. Another research conducted by Wardoyo (2017) shows that teacher

professionalism is a major concern at the pre-service level since teachers at this stage basically need to pay strict attention in the quality of teaching.

A salient finding from a research on professionalism conducted by Darmadi (2015: 162) is that more attention should be given to teachers. As Darmadi states, teachers have roles, duties, competencies and responsibilities towards their students and these roles cannot be replaced by any elements, not even by a sophisticated machine. It is because teachers' responsibilities involve moral guidance of students as learners who have unique and different characteristics. Teacher motivation and professionalism are needed to ensure that qualities of good students are achieved. It is in line with the results of Rahman's research (1: 2014) indicating that professional teachers must have high motivation from within themselves, realize that they have a responsibility to develop their competencies in the teacher professionalism program.

The need to conduct this research is supported by a research carried out by (Weber, 2012 & Aziz, 2016), stating that characteristics of professional teachers are having integrity (understanding their role and job based on their ability), self-motivation and expertise. Based on the results of the research, Demirkasirmoglu (2010) states the same conclusion that teacher professionalism can be interpreted as a professional field of work having sociological, ideological and educational dimensions that aim to achieve the highest standards in the teaching profession based on the development of professionalism, knowledge, skills and values. Therefore, the researchers conducted a further review of professionalism and motivation in order to equip educators to become professional teachers. Moreover, this research provides insight for prospective teachers to have high motivation and be able to be professional. Likewise, educational institutions that are aware of professionalism and motivation as important things to become a professional teacher can also benefit from this research.

## METHODS

This research is a review of literature which focused on collecting, analyzing, presenting, and summarizing information related to professionalism and motivation to become professional teachers. The data sources for this study consisted of two types, namely primary data source (research articles discussing professionalism and motivation to become professional teachers) and other related references as secondary data source (research discourse context). In this review, the researchers used the theory of Professionalism and Motivation advocated by Lynn and Benabou. The data were collected from analysis of articles and analysis method that took language use into account (Mahsun, 2017). The term attending in this method was not limited to listening to the use of spoken language but also reading the written language. In this study, the data analysis stage was carried out simultaneously with the data collection process. The procedure of analysis followed the analysis model proposed by Miles and Huberman (2014). The data analysis technique used was collecting data related to theory and information about professionalism and motivation to become professional teachers. As it was planned, the data collected were in the form of notes, comments, opinions, and researchers' interpretation of research findings. The next step was data reduction which means selecting relevant and meaningful data, focusing on data that lead to problem solving, findings, meaning or answers to research questions related to professionalism and motivation to become professional teachers. The researchers also presented the data in written form to combine information that can describe the situation that occurred and then conclusions could be drawn.

## RESULTS

Education is a process of interaction between educators and students to achieve educational goals. Educators, students, and educational goals are the main components of education. Student is a professional occupation. Professional teachers will educate students in accordance with their talents, interests and characteristics. From the hands of teachers, the best generation will be born to advance the nation. The future of a nation can be determined by its generation. This generation will lead, regulate and shape the country in the future (Nursalim, 2017: 255). Professionalism and motivation are the key attributes of becoming professional teachers. Intrinsic motivation can have a huge impact on teacher professionalism. This component needs a considerable amount of attention, especially for becoming a professional teacher. A professional educator is not simply born having any abilities, but an educator must have professionalism and motivation from within. No matter how good a teacher is, the most basic competencies that should be possessed are professionalism and motivation to become a professional teacher.

## **Professionalism to become Professional Teacher**

Some authors (Zhukova, 2001; Lyurya, 2004; Dmitrienko; 1989, Korableva, 2000; Petrova, 2001, dll.) define professionalism as a set of characteristics in which the subject of an activity has a professional impact, which is necessary for the successful performance of an activity. Therefore, the benchmark of professionalism is the level and qualification of the act of understanding to perform substantive work. With high professionalism and driven by motivation, an educator has the desire to develop their potential. Lynn (1985: 101) states that competence can range from remembering and understanding facts and concepts to advanced motor skills, teaching behavior, and professional values. This means that competence consists of experience and understanding of facts and concepts, increased authenticity, behaviour and teaching attitude. Basically, a teacher must have professionalism and strong motivation with the ultimate main goal is to improve quality as an educator or change behaviour according to the profession. Professionalism is related to the performance of a teacher, which can contribute to the development of students into a good generation. Professionalism is important because it has an impact on the nation's next generation and it is said that education makes a nation great. Therefore, professional educators are extremely influential and being a professional teacher should not be a demand but a teacher's need.

## **Motivation to become professional teachers**

Latygovskaya (2015: 377) states that in the process of professionalization, identification and formation of personal ability and quality of the subject of professional activities can and should be used for a successful career and potential development, such as communicative, productive, and axiological. The personal quality is supported by the increased confidence in becoming a teacher. As stated by Benabou (2002: 876), self-confidence is extremely valuable because it increases individual motivation to undertake projects and persist in pursuing his goals despite the setbacks and temptations that periodically test his resolve. In general, it is stated that motivation is needed to increase one's competence, one of which is to form the individual beliefs to achieve their goals. Intrinsic motivation has a considerable impact on improving the quality of a teacher. Therefore, a professional teacher must have intrinsic motivation so that each teacher can give his best and be aware of improving his competence. The role of motivation is quite influential for teachers who wish to become professional teachers, especially if the motivation that emerges is intrinsic motivation because motivation that comes from within has quite a good effect on increasing one's competence or talent. Therefore, motivation to become a professional teacher needs to be taken into consideration and it is greatly needed by educators who want to become professional teachers.

## **DISCUSSION AND CONCLUSIONS**

An educator needs to improve his competence by participating in professional activities. These activities should not be used for experimenting and the participation should not come from the will of others, but the initiative and awareness to improve skills for the profession must come from oneself. As explained by Weber (87: 2012), only through the guidance of professional teachers every student can become a quality, competitive, and productive human resource as a national asset to face the increasingly tight competition at present and in the future. As a result, all teachers must realize that they are required to become professional teachers for the betterment of themselves, students, education and the nation. This statement is strengthened by Han's research findings (2016). Motivation to become a teacher is a major determinant of teaching effectively and stimulating student motivation in learning. Teacher motivation enables education administrators and teachers to formulate practical strategies to stimulate student motivation to learn and improve teaching and learning outcome. Teacher intrinsic motivation plays a role in improving professionalism at work. Professionalism that grows from within will have an impact not only on the classroom but also on the surrounding environment. Therefore, motivation and professionalism must become great importance to everyone who wants to become a professional teacher.

Teacher professional development or actualization is important for achieving quality education. The contribution to improve the quality of education is in the form of process of becoming a professional teacher and being one. In this case, improving teacher profession must become the basis for designing activities in the teacher professional development programs. It is in line with Santos' statement (2015: 173) that this Professional Education Policy is made to create a balance with other professions because there are no further or sustainable programs to confirm or declare that a teacher has become an expert in their field. These professional development activities help teachers to be professional. The teaching profession currently has particular indicators in the following categories: making teaching aids, writing scientific papers, attending qualification education, following curriculum development. These activities

are quite effective to develop teachers who are professional and know their profession (Imaniyati, 2017: 102). Teachers who have competencies will be more qualified in the learning process inside and outside the classroom, especially if these competencies are achieved based on their motivation. It should be commonly accepted that increasing teacher competency is a given. Moreover, a teacher must have professional competencies in order to become a professional teacher.

The function of professional education is to produce teachers who have expertise at the field of study and competencies that correspond to the standardized teacher qualification. The benefit of the teacher preparation program is that it explicitly conceptualizes activities in order that practical thinking can be better executed in the field. Forming professionalism is very important for teachers because it will lead to the best attitude of teachers in serving the educational needs of students that are beneficial to parents, society, and school where teachers work (Husein, 2017; Skerrett, 2015; Suryanto, 2013). The presence of a teacher professional program provides positive news for teachers since it makes it easier to become professional teachers. In addition, it will be much easier in the implementation if a teacher has strong motivation and awareness of increasing their competencies. What are needed by teachers today are only professionalism and motivation. If these two aspects are possessed by teachers, then other aspects will be fulfilled automatically.

Professionalism and motivation are of great importance to educators to become professional teachers. In the professional field, skills are acquired from participating in professional development activities. Thus, teachers should bear it in mind that professional development is no longer an obligation but a need of teachers (Alibakhshi, 2015). A teacher must have professionalism as well as a strong motivation in the profession as motivation is needed to increase competence. A professional educator is not simply born having any abilities, but an educator must have professionalism and motivation from within. No matter how good a teacher is, the most basic competencies are professionalism and motivation to become a professional teacher.

## REFERENCES

- Alibakhshi, Goudarz & Dehviri, N. (2015). "EFL Teachers Perception of Continuing Professional Development". A Case of Iranian High School Teachers. <http://ax.doi.org/10-15446/profile>. Vol.17, No.2. Bogata. Colombia.
- Aziz, H. A. (2016). Professional Teacher Character. Jakarta: *Al-Mawardi*.
- Bénabou, R., & Tirole, J. (2002). Self-confidence and personal motivation. *Quarterly Journal of Economics*, 117(3), 871–915. <https://doi.org/10.1162/003355302760193913>.
- Darmadi, Hamid. (2015). Duties, Roles, Competencies, and Responsibilities of Professional Teachers. Pontianak: *Journal of Education*, Vol. 13, No. 2.
- Demirkasimoğlu, N. (2010). Defining "teacher professionalism" from different perspectives. *Procedia - Social and Behavioral Sciences*, 9, 2047–2051. <https://doi.org/10.1016/j.sbspro.2010.12.444>.
- Dmitrienko, V. A., & Lyurya, N. A. (1989). *Obrazovaniye kak sotsial'nyy institut (tendentsii i perspektivy razvitiya)* [Education as a social institution (trends and prospects of development)]. *Krasnoyarsk: Izdatel'stvo Krasnoyarskogo universiteta*.
- Han, J., & Yin, H. (2016). Teacher motivation: Definition, research development and implications for teachers. *Cogent Education*, 3(1), 1–18. <https://doi.org/10.1080/2331186X.2016.1217819>.
- Husien, Latifah. (2017). Teaching profession. Yogyakarta: *PT. New Library Press*.
- Imaniyati, Nani, & Ayu D. K. P. 2017. Teacher Professional Development in Improving Teacher Performance. *Journal of Office Management Education*. 1 (1): 103.
- Korableva, G. B. (2000). Ob institutsional'nom podkhode k issledovaniyu svyazi professii i obrazovaniya [On the institutional approach to the study of profession and education relationship]. *Sotsiologicheskiye issledovaniya [Sociological Research]*, 6, 48-51.
- Latygovskaya, T., Bukharina, Z., & Chubik, A. (2015). Professionalism as a Generalized Typical Model of a Professional in the Higher Education System. *Procedia - Social and Behavioral Sciences*, 206(November), 374–377. <https://doi.org/10.1016/j.sbspro.2015.10.068>.
- Lynn and Nixon. (1985) *Physical education: teacher education, guidelines for sport pedagogy* New York: Jhon Wiley & Sons.
- Lyurya, N. A. (2004). *Obrazovaniye i kul'tura (sotsial'no-filosofskiy analiz obrazovatel'nykh problem)* [Education and culture (social and philosophical analysis of educational issues)]. Tomsk: *Izdatel'stvo Tomskogo polytehnicheskogo universiteta*.
- Mahsun. (2017). *Language Research Methods*. Depok: Rajawali Press.

- Mceetya. (1999). The Adelaide declaration on national goals for schooling in the twenty-first century. Melbourne: Ministerial Council on Employment, Education, Training and Youth Affairs (MCEETYA).
- Miles, M.B., Huberman, A.M., dan Saldana, J. (2014). *Qualitative Data Analysis, A Methods Sourcebook*, Edition 3. USA: Sage Publications. *Tjetjep Rohindi Rohidi, UI-Press*.
- Nursalim, N. (2017). Teacher Professionalism Sd / Mi. *Educational Lantern: Journal of Tarbiyah and Teacher Training*, 20 (2), 250-256. <https://doi.org/10.24252/lp.2017v20n2i10>.
- Okas, A., van der Schaaf, M., & Krull, E. (2014). Novice and experienced teachers' views on professionalism. *Trames*, 18(4), 327-344. <https://doi.org/10.3176/tr.2014.4.02>
- Petrova, G. I. (2001). *Sovremennyye tendentsii izmeneniya sodержaniya obrazovaniya: Opyt stanovleniya filosofii obrazovaniya v obrazovatel'nykh praktikakh* [Current trends in the content of education: experience of philosophy of education development in learning practices]. Tomsk: Tomskiy Centr Nauchnoy i Tehnicheskoj Informacii.
- Rahman, B. (2014). Self-reflection and efforts to improve the professionalism of elementary school teachers in Lampung Province. *Paedagogia*, 17 (1), 1-14. <https://jurnal.uns.ac.id/paedagogia>.
- Salahshoori, A., & Yousefzadeh, M. R. (2012). A Study of Educational Theory Evolution from Ancient until Today. *Procedia - Social and Behavioral Sciences*, 46, 3060-3062. <https://doi.org/10.1016/j.sbspro.2012.06.010>.
- Santos, Sheila D. M. D. (2015). Teacher training policies for professional education: conflicts and permanence marked by the neoliberal ideology. *Maringá*. 37(2):173.
- Skerrett, Allison, Thea W. (2015). Reconceptualizing Professional Communities for Preservice Urban Teachers. *Urban Rev* 47:579-600.
- Suyanto. (2013). *Become a professional teacher: strategies to improve teacher qualifications and quality in the global era*. Jakarta: Erlangga.
- Tanang, H., & Abu, B. (2014). Teacher Professionalism and Professional Development Practices in South Sulawesi, Indonesia. 3(2), 25-42. <https://doi.org/10.5430/jct.v3n2p25>.
- Trif, L., & Popescu, T. (2013). Pre-service Teacher Trainees' Perceptions of Professional Development. *Procedia - Social and Behavioral Sciences*, 76, 816-820. <https://doi.org/10.1016/j.sbspro.2013.04.212>.
- Wardoyo, C., Herdiani, A., & Sulikah, S. (2017). Teacher Professionalism: Analysis of Professionalism Phases. *International Education Studies*, 10(4), 90. <https://doi.org/10.5539/ies.v10n4p90>.
- Weber, C. L., & Johnsen, S. K. (2012). Teacher Professionalism. *Gifted Child Today*, 35(1), 5-5. <https://doi.org/10.1177/1076217511429676>.
- Zhukova, E. A. (2001). Professionalizm v postindustrial'nom obshchestve: sotsial'no-filosofskiy analiz [Professionalism in the post-industrial society: social and philosophical analysis]. *Vestnik Tomskogo gosudarstvennogo pedagogicheskogo universiteta. Seriya: Filosofiya, kul'turologiya, istoriya* [Bulletin of Tomsk State Pedagogical University: philosophy, cultural studies, and history], 3(28), 26-30