

TEACHER'S AND CHALLENGES

Study Of Teacher's Roles In Classroom

Rendy Oratmangun, S.Pd., MM.



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PREFACE

Teacher's Roles in education continue to face rapid pace of change since the system of education found, and moreover it may change according to spesific situation that we face in the future, process of understanding the roles and challanges are very imporment for this massive job. There fore teacher should play their roles accordingly and adaptively.

The purpose of this book is to enable reader understanding in playing the roles and find new role as they face challanges and the near future. In every chapter writer explain all the aspects of roles that teacher should play for the sake of classroom itself and for teacher to cope with their students. Final two chapter give readers solid data on how the writer came up with the ideas of how the teacher should play their roles.

Finally, as the writer, I realize that there are few flaw that should be make right, therefore critiques and suggestion are needed to develop my future writting for the sake of complitedness.

April 2022, Rendy Oratmangun, S.Pd.,M.Pd.

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CHAPTER 1

INTRODUCTION

There was a situation when new students felt about the excitement of going to a new school. They might have been thinking of new situation that gave them enthusiasm, pleasure, and enjoyment. But the first day passed by and their expectation did not come to realization. Day after day they finally became accustomed to the routine activities, and there were no more excitements. Things seemed to become common and even worse and difficult for them to cope with.

In such situation, teachers need to know and realize that they have roles to play in order to overcome the difficult times their students have. Fox, Brogan, and Butler (1954) said that all students wanted to learn something new from their teachers, so the teachers were expected to guide and encourage students by setting the situation that lead to wilder and fuller experience. Teachers need to think about how to manage their classrooms so that they will be exciting to their students all the time. They need to

think about new ways of teaching so that they will be interesting for their students to study during class hours. They should be creative in finding ways to help their students overcome problems and prepare them for their future lives. These things will get more wonderful if teachers do it in a sincere and whole heartedly way.

Many teachers from the first day of a semester until the middle of the semester do not play their roles as they should be, so that their teaching seems to become monotonous, which eventually causes boredom not only for students but for teachers too. Therefore, some students do not want come to class because they feel it is really boring. If their teacher is quick tempered and intolerant, for example, it will promote the students' fear and suffering. As a result, they prefer to stay at home than go to school and spend their six to seven hours just doing idle and useless things in the school as Kershaw (cited in Department for Education, 2012) showed that;

Rising numbers of pupils are skipping school without permission, official figure show. Statistics published by the Department for Education reveal that the truancy rate rose to 1,1 per cent in 2010-11, up from 1 per cent the year before. That means that about 62.000 youngsters in

primary, secondary, and special schools missed sessions without permission.

The effects of teacher's unchanging tone will promote teaching without any combinations, wherein they just copy and paste what are given in the text books. In addition, teachers only focus on what will be taught rather than on what would be thought by students. This indicates lack of managing on the part of the teachers. In some cases, some teachers become selfish, because they just care about themselves without helping their students solve problems in learning process. In the end, they let their students to think and guide for themselves in order to prepare their future life.

All the phenomena of teachers' roles seem to be something that usually happens in the classroom and teachers become accustomed to what they have been practicing. If they practice something wrong for one generation, it may happen again in the next generation. So it is very important for a student, who is preparing himself or herself as a teacher of tomorrow, to study and understand the teacher's various roles inside and outside the classroom. It means that some innovation must be happen in the teacher, as Duncan (cited in Syaefudin, 2010) noted that;

An innovation is any idea, practice, or material artifact perceived to be new by the relevant unit of adoption. The innovation is the change object. A change is the alteration in the structure of a system that requires or could be required relearning on the part of the actor (s) in response to a situation. The requirements of the situation often involve a response to a new requirement is an inventive process producing an invention.

In line with the explanation above, the researchers were interested to look for the answers to these problems in a more in-depth way. Hopefully this research will give informative and factual suggestions for the teachers of tomorrow so that they will learn some useful lessons from current teaching practices. In this way, they can better prepare themselves as to improve their teaching professionalism, particularly in regard with the English teacher's role as manager, instructor, counselor, and educator in the classroom.

CHAPTER 2

TEACHER'S ROLES

Since the beginning of time, God as our creator has given responsibility for human being to do some job that associate with human power and position. The more power or the higher position individuals have the more accountable they should be to God and other human beings. God puts in human being should to carry the burden and that is the law. Nowadays that situation never changes and every human being still has responsibility to do in order to continue human history and the law still works as well.

All things that are related to responsibility, part, function, job, or task are described by the word role. The

meaning of role as explained by Lexicon Encyclopedia (1987) is "set of expectations associated with a person's position in a social organization" (p.271). It carries meaning as a rule as has been described in previous paragraph. Ginsberg and Wlodkowski (2010) define role as "acting out a possible situation" (p.128), indicating that role depends on the situation where the person resides. The form of role is situational but the law is principle.

At the turn of the 21st century changes have happened and the current community is different from the past. As a result, it creates different roles for today's teachers. The concept of teachers' roles in the previous century might not be applicable to this century. In the 19th century when people began to build machines, teachers played role as classroom instructor to teach their students how to construct machines without so much care of their spiritual or emotional aspects. But in this century as modern century which is full of shifts in knowledge, emotional, and spiritual aspects, the technology creates different teachers' roles. For example, when a teacher teaches or instructs students in the classroom, he or she also educates them and gives them counsel on how to solve their learning problems. Further, there is no strong

reason to believe that the concepts of teacher's roles this century will be applicable in the next century.

In daily life of education, there are many situations in which the learners feel destructive psychologically, cognitively, and spiritually, as the learners enter the education world in order to study and prepare themselves for their future lives. At the time the learners enter into the education world, the teachers have responsibility for helping them, therefore appears what-so-called roles that teacher must play. In this case the teacher's roles may explain some of teacher's responsibilities inside the classroom or outside the classroom in order to help students to overcome every difficulty. In making a movie, a director makes sure that every actor or actress must play their roles as prescribed by the scenario. Likewise, a teacher must consider several scenarios that could help them play their roles effectively.

A. Teacher as Classroom Manager

Knowing about teacher's role as classroom manager is very crucial, because there are several things that teacher must do when they play their role as a classroom manager in order to manage time and space; for examples,

paying attention for the students' attire, hair style, attendance, etc. All the scenarios that teacher must do in playing role as classroom manager can be concluded in one keyword, that is discipline. According to Kohn (1996), when referring to the concept of discipline, teachers need to engage in "curriculum and a caring community" (p.118). His idea indicated that in playing this role teachers need to pay attention for curriculum, because the curriculum tells all the things that teacher must do in managing a classroom and teachers also need to relate the curriculum with community's needs; here, the community means students. In this literature review, there are literal but practical principles that teachers must do in terms of playing role as classroom manager: observing, planning, settling, directing, judicature, and giving fit treatment.

B. Observing

The practice of observing is very vital, because without this observing there is no basic assumption for teacher to do something in helping their students. This is to help teachers to become aware, careful, and attentive. According to Savage (2010), the reason why teachers need observing was that "schools are complex and diverse environment" (p. 6). Further Esteban (2005) in the Journal

of English Teaching Professional stated that in deciding what steps that people must take, they need to do some analysis that is useful for collecting information, namely a needs analysis about what the main jobs are in the field of education. The word analysis above is referred to do observing before doing something or still doing something. Another author that gave her opinion that supports this principle of observing is Kayano (2005). In the Journal of English Teaching Professional, she said that in her daily teaching, she usually did observation “focuses on their difficulties and suggests strategies and solution” (p. 62). All the opinions above explain that observing is something very crucial.

C. Planning

The basic concept of planning observation is the preparation for what the teachers should do and design what is needed to do so they could be ready in every situation. Blanchard (2009) gave one of the advantages of doing planning is to minimize errors. For the example, when teacher have made good planning to overcome difficulties that students face in classroom, such as different dialect that occur between one student and another. Another advantage is helping learners who make negative statements, for the example learners said “I can’t do it” but

teacher plans to change their statement to be “let me try again.” Good planning will give alternative way-outs for any problems. Blanchard (2009) also pointed out that the procedure of planning involved children to become part of the planning. It means that “teacher and learners need to work hand in hand to planning the lesson so it would be fun for every person” (p.25). Kelly (2010) added something with what teachers had to do with planning that teachers need to “consider only of that which is planned.” It means that teachers in doing planning should not add or alternate what was already planned.

D. Regulating

The basic principle of regulating is to arrange every tool in the classroom just like sitting, time table, and curve of learners sitting, also modern technology. The differences between regulating and planning are; first, planning can be happen in the middle of semester and regulating just happens in the beginning of the semester. Second planning happen for psychological aspect and regulating happens for physical aspect. As the result of changing in every century such from 16th century, 18th century and 19th century and also 21st century just right now many changing happen in the system of regulating tool of education but it is much, it

may called as a dynamic of changing. Kelly (2010) pointed out that "all school might become effective by adopting the necessary old century regulating" (p.184). The basic principle of this statement is to adopt some necessary old century and collaborate with the new one, for the example in arranging students' sitting they used form of compartment, circle and other but in this century where shifting happening there are some changing happen in arranging students' sitting for the example for language lab, teacher need to arranging students with group to work together or in line up, and not only arranging sitting but also obtain in keeping the cleaning in classroom. According to Savage Brothers (2010) they gave the advantages of doing good arranging, first is provide good "interaction" and the other is " monitoring behavior of students" (p.68). The most effective regulating happen the most effective teaching will be in the classroom.

E. Directing

The basic principle of directing is do not let learners do what they think right but teacher need to directing or leading with love. Nasution(1982) stated that there were three types of teacher behavior that happened in education the first is authoritarian type, which refers to teacher's

behavior that used whip hand to lead the class. Whatever that teacher says is very powerful to lead. Secondly, permissive types which refers to teacher's behavior that give total freedom for learners to choose whatever learners want. And the third type is real which refers to teacher's behavior that leads with love and give punishment to bring back to reality of learners' mind. The most important part of directing here is to promote behavioral setting for teachers in maintaining what should be maintained. Carter and Doyle (2006) explained that behavioral settings is the "the concept of a behaviors or action of those who occupy the setting" (p.394). So there will be peaceful environment in classroom.

F. Judicature

The basic principle of judicature is giving fit treatment for students to learn and grow based on assessing learners' effort. Arends (2009) stated that "the best teachers show concern for their students and feel responsible for their learning" (p.16). It is mean that in daily life of teachers, they must feel the responsibility of doing something good for the best of their learners. Such as assessing learners' worksheet properly, give it back, and giving fit grade in accordance to their work, because the

best judgement will reduce learners' negative feelings. Furthermore, Arends (2009) stated again his opinion that in education there will be successful learning if the learning giving best feedback such "passing a test, receiving an excellent grade, and completing a fine project" he continues said that "it will reduce learners' feelings of helplessness" (p. 87). The principle of doing this is providing learners with learning task that is suitable to learners' current capabilities.

CHAPTER 3

TEACHER AS CLASSROOM INSTRUCTOR

Teacher's role as classroom instructor is very important. Rondonuwu (2006) stated about managing instruction is referred to "teachers' ability to prepare and carry out strategic instruction in the classroom"(p. 78). His idea indicated that in doing managing instruction, teachers play the role to organize several strategies to transmit knowledge to students. It is referred to teacher as classroom instructor. The other idea why this part is important is because in teaching also could be exciting and rewarding interesting if teacher give satisfaction to help learners to learn. Arends (2009) stated why it will be rewarding and interesting because in teaching there are several "information that students are expected to learn" (p. 285). As a result, learners give positive response, but there are such things (scenario) that teacher must do in relation to pedagogical teaching and learners' positive response.

A. Preeminent Illustration

Here in preeminent illustration try to describe about precise illustration that used by teachers to engaging students' attention in learning, and it should bang up students expectancy. Ginsberg and Wlodkowski (2010) stated that using illustration was useful to help increase the learners' attention so it will be interesting and fascinating to continue for the next stage of learning. Another opinion about using illustration also displayed by Santrock (2008) who explained that this illustration would promote constructing meaning. Further, Santrock (2008) shared his experience that before he tried to teach students how to read, he already engaged his learners in what they had watched at home and as a result, the learners just associated what they had watched with their reading at that time. And it was very easy and interesting to study.

B. Paramount and Related Material

Arends (2009) explained that "students reasonably expect a clear explanation of course requirements, which determine what they must do to receive course credit and a grade" (p.69).The explanation above describing all the definition of paramount definition that isn't simply describe

about definition of a lesson but it explains a whole unit of definition, start from definition their course requirement that lead learners with what will they do to receive credit and good grade until definition of the lesson but it should be clear and simple defined by teacher in the material, that Principe could describe with word clarity. Arends (2009) stated that the principle of clarity is "clear and specific", he described that students now a days will learn more of the material when teacher are clear and specific in presentation rather than vague and don't forget to use example in material (p. 278).

C. Rouse Curiosity

One of the several conditions of human being is curiosity. It means that every human being has it. Speaking of human curiosity, there are parts of it that take place in education it called human curiosity in education and it is appear by their sense and experience, it is called rouse curiosity that promoting learners to learn not something new but something already exist and they try to develop it. According Hockenbury and Hockenbury (2006), motivation is like "trigger to motivate behavior" to increase curiosity (p. 351) it is indicate that in order to develop rouse curiosity teacher as instructor they must develop the

motivation from their learners so the process of their learning could run properly. Manner to develop that curiosity according to Zaini, Munthe, and Aryani (2002), that the best way to develop learners' curiosity is "questions students have" this technique try to develop learners expectation in order to increase learners curiosity (p. 17).

D. Truthful Response

This is very important part as an instructor, because the truthful response could lead student to be trust worthy for the instructor and also emphasize learning from mistakes. According to Ginsberg and Wlodkowski (2010) this thing if the instructors do in honest and faithful it will promote "respect of the learners, trust and believe also become the primary foundation for encouragement of learners"(p.89).And it is very important to do that continue Ginsberg and Wlodkowski (ibid) stated their opinion of emphasize learning from mistake will promote "sensitivity of learning and see a mistake as a way to improve future learning" (p. 89). In doing this part effectively by instructor, it will play part as decision to invest something important for learners' success.

E. Estimation and Conclusion

This is very important part in this section because it is post instructional task that teacher must do to measure if her teaching is achieve the target or not. Blanchard (2009) stated about the important of estimation (assessment) "help pupils to do well in test and gain qualifications" he continue said a statement that this estimation help learners to really know "what learners target is" (p.18). And the last teacher have to conclude all the lesson not only after teaching but it could happen after test to measure whet her learners are totally understand or not.

F. Teacher as Classroom Counselor

Having considered the nature and function of human being is very difficult, because it deals with human beings' behavior which is dynamic in nature and function. So it will be done by progressing from one step move up to other steps. In education that deal with learners who move from step to step, teacher need to understand and getting involve in there to help learners from the perspective of psychology. Teacher who deal with such occupation in education called counselor, the person who called counselor must be done by expert, according to Patterson (1967)

explained that person who called counselor “must have counselor-trainees regarding the use of certain techniques or method” (p. 37). But in mostly public school there is no counselor, so it must be done by classroom teachers that play role as classroom counselor, and it supported by Soetjipto & Kosasi (2009) about man power that responsible to do this if there is no real expert counselor, he said that classroom teacher also could be the counselor.

G. Recognition

In playing role as classroom counselor, teacher should play several counseling programs that can help their learners but in order to do the programs, classroom counselor should have the information for those who need help, because they are not supposed to wait for learners to come but they need to look for learners who need help consider the nature of human being (shyness). Sukardi (2000) gave information about special component that must be done by counselor is appraisal that refers to collection learners’ important data. It is useful for knowing the information, orientation, and determine evaluation program for overcome learners’ problem.