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PROFESSIONALISM OF EDUCATORS USING ENGLISH IN TEACHING-LEARNING WHILE TRAINING PROCESS IN BDK MAKASSAR

PROFESIONALISME PENDIDIK MENGGUNAKAN BAHASA INGGRIS DALAM PROSES BELAJAR MENGAJAR SELAMA PELATIHAN DI BDK MAKASSAR

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ABSTRACT

A language is a tool of communication. English is an international language in the world. Education training place is a place to civil servants follows training, which handles by educators in that place whereas following by adults people especially for Religious Ministary Affairs. So, when training in the process, educators professionalism is very important to delivered the materials for the participants and all the elements are using language, but especially for educators when they using English. A language is a tool of communication, how far our understanding in English, and how far we can use it.

Keyword: Professionalism, Educators, Language

ABSTRAKSI

Sebuah bahasa adalah alat komunikasi. Bahasa Inggris merupakan bahasa internasional di dunia. Tempat pelatihan pendidikan adalah tempat bagi PNS mengikuti pelatihan, yang ditangani oleh tenaga pendidik di tempat tersebut sedangkan diikuti oleh orang dewasa khususnya Kementerian Agama. Sehingga pada saat pelatihan dalam prosesnya, profesionalisme pendidik sangat penting untuk menyampaikan materi bagi peserta dan semua elemen menggunakan bahasa, terutama bagi pendidik ketika mereka menggunakan bahasa Inggris. Bahasa adalah alat komunikasi, seberapa jauh pemahaman kita dalam bahasa Inggris, dan seberapa jauh kita dapat menggunakannya.

Kata Kunci: Profesionalisme, Pendidik, Bahasa

INTRODUCTION

The etymology and historical meaning of the term professional is, "*from Middle English*, from *profes*, adjective, having professed one's vows, from Anglo-French, from Late Latin *professus*, from Latin, past participle of profitēri to profess, confess, from pro- before + fatēri to acknowledge; in other senses, from Latin *professus,* past participle".

Thus, as people became more and more specialized in their trade, they began to 'profess' their skill to others, and 'vow' to perform their trade to the highest known standard. With a reputation to uphold, trusted workers of a society who have a specific trade are considered professionals.

Ironically, the usage of the word 'profess' declined from the late 1800s to the 1950s, just as the term 'professional' was gaining popularity from 1900-2010.

Professionalism, it is generally believed, is not what it was. Depending on one's perspective, it may be seen to have either taken a knock and emerged with the scars to prove it, or had a style make-over and image change. Some would argue that it has undergone both, with the one necessitating the other. As a wholesale concept, it is recognizable as having

been renovated, and the 'new' epithet has been applied as much to educational professionalism – those relating to, *inter alios*, educators, FE college lecturers, academics, and educational leaders and managers across all sectors–as to other public sector professionalisms.

Educators are required to have the minimum qualifications and certification according to the level of teaching authority, be physically and mentally healthy, and can realize the national education goal; In Balai Diklat (training place) educators are called Widyaiswara, according to Ministry of Civil Servant Number 14th 2010 in article 1, said that; Functional trainers are functional positions that have the scope, duties, responsibilities, and authority of educating, teaching, and or training of Civil Servants (PNS) at the Government Training Institute, which is occupied by civil servants with the rights and obligations provided in full by officials authorized; forward in the other article, trainers is a functional position that has the scope, duties, responsibilities, and authority to educate, teach and or train civil servants in the Government Training Institute.

Education institutions are administratively, physically, and curricular organized and require from participants a minimum classroom attendance. There is a program that educators and participants alike must observe, involving intermediate and final assessments to advance participants to the next learning stage. It confers degrees and diplomas according to a quite strict set of regulations. The methodology is expositive, scarcely relating to the desired behavioral objectives it is but seldom that such targets are operationally established.

Assessments are made on a general basis, for administrative purposes and are infrequently used to improve the education process. Their character is, for the most part, punitive, obeying a mono-directional methodology that fails to stimulate participants and to provide for their active participation in the process, though in most cases, failures are ascribed to them. The setting-up of a formal education system does not consider the participants ' standards, values, and attitudes that are relevant to the education system which, generally, is not tested or assessed at the level of student acceptance, as well as for efficacy and efficiency.

Improving quality and learning is likely to be more central to the post-2015 global development framework. The pupil/educator ratio is one measure for assessing progress towards the goal. Globally, average pupil/educator ratios have barely changed at the pre-primary, primary, and secondary levels.

In 1990, the World Declaration on Education for All noted that the generally poor quality of education needed to be improved and recommended that education be made both universally available and more relevant. The Declaration also identified quality as a prerequisite for achieving the fundamental goal of equity. While the notion of quality was not fully developed, it was recognized that expanding access alone would be insufficient for education to contribute fully to the development of the individual and society. Emphasis was accordingly placed on assuring an increase in children's cognitive development by improving the quality of their education.

When thinking about the quality of education it is useful to distinguish between educational outcomes and the processes leading to them. People who seek particular, defined outcomes may rate quality in those terms, ranking educational institutions according to the extent to which their graduates meet 'absolute' criteria concerning, for example, academic achievement, sporting prowess, musical success, or pupil behavior and values. The standard of comparison would be in some sense fixed and separate from the values, wishes, and opinions of the learners themselves. By contrast, relativist approaches emphasize that the perceptions, experiences, and needs of those involved in the learning experience mainly determine its quality.

The ideas that human nature is essentially good, that individual behavior is autonomous (within the constraints of heredity and environment), that everyone is unique, that all people are born equal and subsequent inequality is a product of circumstance, and that reality for each person is defined by himself or herself characterize a range of liberal humanist philosophers from Locke to Rousseau. Such principles, where accepted, have immediate relevance for educational practice. Learners, for humanists, are at the center of 'meaning-making, which implies a relativist interpretation of quality.

Based on the explanation in the background above, the problem in this article is "*how far the abilities of educators in using English in teaching-learning while training*?" The purpose of this writing is, to *know how far the abilities of educators in using English in teaching-learning while training process*. The benefit of this writing is, to motivate the educators to study hard and try to learn another language especially English, because, when teaching-learning process some participants can speak English well.

METHOD

The method of this writing is qualitative research. The study will be categorized as qualitative research because it aims at describing the observed phenomena in the form of words rather than in numbers. The study will describe the condition objectively about the English teaching-learning process in the classroom at Balai Diklat Keagamaan Makassar.

This study will be called a case study because it attempts to describe what is going on in a particular setting. The design will identify and describe the phenomena happening in a particular natural setting. The study will be conducted following the research objectives, that is, to give an objective description of the English learning-teaching process at Balai Diklat Keagamaan Makassar.

RESULT AND DISCUSSION

Based on observation by the researcher while the teaching-learning process took place in the classroom, the researchers found that some Widyaiswara was still unable to communicate in English. Besides that, there are some Widyaiswara who still use Indonesian. Most Widyaiswara are weak in speaking English, due to a lack of vocabulary. Thus, the training participants also follow the rhythm of learning.

In addition, the researchers conducted closed interviews with several training participants about the use of English in the classroom during the teaching and learning process.

The professionalism of educators must use English while teaching-learning because the participants of the trainees are adult people and the educators used the andragogy approach in training.

1. Professionalism

This has been skilfully and comprehensively undertaken by others (Evetts, 2003, 2006; Freidson, 2001; Pfadenhauer, 2006; Svensson, 2006; Whitty, 2001). Professionalism in most occupational contexts have, indeed, consider the practical implications of these changes in an education context. Whether new professionalisms were consciously imposed upon education professionals or whether they evolved as a direct or indirect consequence of prevailing circumstances, they must, by definition, involve change to professional practice and hence professional development.

Hoyle explained professionalism as 'those strategies and rhetorics employed by members of an occupation in seeking to improve status, salary and conditions'. Hoyle's more explanation of professionalism as a term used 'to describe enhancement of the quality of service' seems to align more closely with these interpretations than does the one he employed.

According to Freidson (1994, p. 169) suggests, 'much of the debate about professionalism is clouded by unstated assumptions and inconsistent and incomplete usages'. Indeed, Hargreaves and Goodson (1996, p. 4) refer to the lack of consensus relating to the meaning of professionalism, and Fox (1992, p. 2) makes the rather obvious point: 'Professionalism means different things to different people. Without a language police, however, it is unlikely that the term professional(ism) will be used in only one concrete way'. Englund (1996, p. 75) similarly refers to the lack of conceptual clarity and consensus relating to 'teaching as a profession'.

More over Helsby 1995 added Professionalism consists of the attitudes and behavior one possesses toward one's profession. It is an attitudinal and behavioral orientation that individuals possess toward their occupations.'

A common feature of many conceptions of new professionalism in an education context is a focus on practitioner control and proactivity. Hargreaves and Goodson's (1996) and, to a rather lesser extent, Sachs' (1999) principles of educator professionalism incorporate a focus on educators' taking greater responsibility for defining the nature and content of their work.

Based on professionalism explanation above, writer can conclude that professionalism

is an expert has by someone to explore his or her ability in institutions, univrsity, school, office and every where.

Based on explanation above, the fact was finding of writer that, some of educators are not professionalism in using English while teaching-learning process. Because of some educators has not vocabularies enough and limitation in spoken English.

The solution of that problem above, educators must has many English vocabularies and always practices with others educators.

2. Educators

Education and Training (*Training*) Position of Civil Servants (PNS), hereinafter referred to training of civil servants is the organization of the learning process in order to improve the ability of civil servants; and Government Training Institute is the organizational unit of the Ministry, the Ministry of Non, Secretary of State Institutions, and the Region in charge of training and development of human resources management; on the other hands Education and Training Leadership Training is conducted to achieve a leadership competency requirements of the government apparatus in accordance with the structural positions.

Not only that, but also, there are some explanations; Education and Training Functional Training is carried out to achieve the functional requirements of competence appropriate to the type and level of position respectively; so, Education and Technical Training is a training that is conducted to achieve the necessary technical competence requirements for the implementation of the tasks of civil servants.

As educators must have specialization in accordance with the role of Civil Servants regulations artice eight about specialization and nine about competence of educators, said that; trainer specialization is the expertise of trainers that are based on certain scientific clumps appropriate educational background and or work experience; trainers competency standards are generally minimal ability possessed by trainers in carrying out their duties, responsibilities and authorities to educate, teach, and or training of civil servants, which consists of learning management competence, personal competence, social competence, and substantive competence;

Educators/Educators should have the competence appropriate with their major. Mc Ashan (in Mulyasa, 2006: 38) argues that competence "is a knowledge, skills, and abilities or capabilities that a person achieves, which become part of his or her being to the extent he or she can satisfactorily perform particular cognitive, affective, and psychomotor behaviours".

According to Act of Educators/Educators and Lecturers (Depdiknas, 2005: 5) competence is a set of knowledge, skills, and action that Educators/ Educators and lecturers should have, comprehend, and achieve within his/her professional job. Being capable Educators/Educators/Educators/Educatorss, according to the Act, should fulfill the following competencies: pedagogic, personal, social, and professional competencies. The Act further explains the meaning of the competencies (Depdiknas, 2006:69).

Ironically, the usage of the word 'profess' declined from the late 1800s to the 1950s, just as the term 'professional' was gaining popularity from 1900-2010. Professionalism, it is generally believed, is not what it was. Depending on one's perspective, it may be seen to have either taken a knock and emerged with the scars to prove it, or had a style make-over and image-change.

Some would argue that it has undergone both, with the one necessitating the other. As a wholesale concept it is recognizable as having been renovated, and the 'new' epithet has been applied as much to educational professionalisms – those relating to, *inter alios*, Educators/ Educators, FE college lecturers, academics, and educational leaders and managers across all sectors – as to other public sector professionalisms.

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Based on explanation above, writer can conclude that, educators can be called as a educator, lecturer, instructor, facilitator or any other designation that is in accordance with that task.

Some of educators in Balai Diklat Keagamaan Makassar have magister strata and some of educators too have Doktoral. It's mean that, educators in Balai Diklat Keagamaan Makassar have good qualifications academic to run the training.

3. Language

Based on observation in the classroom of the researcher toward instructur handle the teaching-learning. The reseacher conclude that; as the instructure must be learn English, because as instructure always handle the class and face the participant. Learning English is very important, especially in terms of education. In addition, through English we can introduce the diversity of culture and language of this nation to those who want to know about this nation. English is very much needed in the national and international compitition.

Berata (2010, in http://www.gerimis_ 84_bravo_journal.com/profile.php) an expert in language supports the view that English is better taught from an early age, he advocated a foreign language should be introduced to children early on.

Advancement of science and technology requires each person to continuously make efforts to increase self. Learn English is necessary, because English is the international language. Besides, Indonesia is surrounded by countries that predominantly use English as their first or second. The use of breadth as a means of communication with people of different cultural backgrounds and nationalities, English has become the main option that is often used in communication.

The information circulating in the world is mostly published in English. English is also the language of science and technology in the world. Because of the importance of English language to be learned in this globalization era, then it would be better if English is taught from an early age. The earlier the easier it is to know a foreign language he developed his abilities. Considering English is a foreign language in Indonesia, and then the learning process should be gradual. Selection of an appropriate material to the age of the child and learn a fun situation to be a major concern in the success of a learning process.

According to Richards (2011) in the process of teaching English, educators also need to consider the social and ultural context of learning environment. When educators find themselves in a surrounding of the classroom, they must adapt all the competencies mentioned above to fit this context. Further, they should understand well the characteristics and psychological background of the students.

The educators need to understand how to integrate the theory into classroom practice. Hence, educators of young learners should pay attentionmore to the essesntial factors concerning the characteristics of the age group they are teaching.

As Cameron (2010) described that unlike adults, young learners cannot analyze language in an abstract way. They cannot use their knowledge of different contexts to guess meanings of language.Based on that kind of situation, knowing the educators' perspectives of teaching English to young learners is assential to research.

Based on explanation above, writer can conclude that, language is a tool of communications. But English it's very popular in the world, and some people say that English is international language. It's mean that every people must has ability in using English to communicate with others, especially for educators in Balai Diklat Keagamaan Makassar to run training.

CONCLUSSION

Professionalism of educators in developing and utilizing these methods and techniques is needed to make the learning process can runing well. Trainers are functional positions that have the scope, duties, responsibilities, and authority of educating, teaching and or training of Civil Servants (PNS) at the Government Training Institute.

Educators/educators as the key factor who ultimate determine the success of teaching-learning, because good educators/educators can often compensate for deficiencies in the curriculum, the materials, or the resources they make use of in their teaching.

A language is using by educator/educator has a very important role in providing exciting

and communicative interaction in class since she or he is the most powerful person in the classroom. The goal of classroom management is to create a classroom atmosphere conducive to interacting in the target language in the meaningful ways.

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