

BEING A GOOD TEACHER THAT CREATE STUDENTS WHO HAVE BEEN READY TO FACE THE WORLD

Annike Fatikhatul Fauziah

Faculty of Mathematic and Natural Science
Islamic University of Indonesia
Annike31@gmail.com

Wahyu Widodo

Faculty of Mathematic and Natural Science
Islamic University of Indonesia
wachyue1@gmail.com

ABSTRACT

Education is important thing where we can create students as national builders of the country. Students are expected to bring their country to a better future. Along with increasingly global competition that is going to be fierce, education area's also has big challenge. in this case, as the teacher we have to lead our student to get good achievement, so they will be ready to face the world. To create students who will be ready to face the world we need a good teacher. for being a good teacher we have to have good skill and understand well about the lesson that we teach to students. Not only having good skill and understanding the lesson, but also we have to know about world development, so that we can give current information to our student and we can make them think more active and out of the box about the world development, because only understanding the lesson is not strong enough to face the world. If as the teacher we have made students understand and realize about it at all, it means that we have create students as young generation who have been ready to face the world and changing the world to be better place. But in this recently case we know that making student respect to teacher is not easy way. Although the teacher has good skill and deep knowledge, if students think that the teacher is boring or annoying, of course that every lesson that the teacher has explained is not going to student mind's. So as the good teacher we not only understand about the lesson but also we have to understand about student's phycology. For understanding, about student's psychology we have to make special relation to our students. We have to be easy going person so that we cabmake students feel comfort beside us. So, as the good teacher we have to prepare about skills, deep knowledge and being easy going person to the students.

Field of Research: *Good teacher, create students, face to world.*

1. Introduction

Teacher has important position in education, because teacher is media to impart knowledge to students. Not only impart knowledge but also teacher has to understand about world development and report it to students. As a good teacher, we must be able to make students not only understand about the lesson that they learn but also students will realize about global challenge. Teacher is forced to improve their knowledge every single time, because in this 21st century era the development of sciences, technologies, economics and politics are going to be fierce. If the teacher only impart knowledge that has been written in their book when they become university student without following and teaching about new knowledge and new information in world development, it will not make students grow up as new generation but it is just driving them understand about old knowledge. So there is no difference between this 21st century era with the era before.

In this time is not easy to be a good teacher, because not all of students respect to all of teachers. Students have different type of the teacher that they respect. A good teacher not only imparts knowledge but also interacts with them on a personal level. Students reported their personal need for attention, affection, and appreciation from a teacher (Nitsche et al. 2016). In this case shows that having knowledge and understanding world development to be a good teacher is not enough. As a good teacher we have to know about personal character of students.

For understanding personal character of students, teacher has to make personal relation to students. According to (Tobbel and O'donnell, 2013) these two level of the teacher-student's relationship are inexorably linked in that the interpersonal dimension characterizing a positive teacher – student relationship (openness, courtesy, honesty) are prerequisite for any productive learning relationship on a professional level.

To create students who have been ready to face the world is not only teacher's responsibility but also students's responsibility, because teacher's duty is impart knowledge and students's duties is receiving it. So, it must there good collaboration between teacher and students.

2. Workplace Experiences

Thomas Friedman (2005), author of the world is flat: A Brief History of the Twenty-First Century, describe the American education system as one in disarray or "quiet crisis" he contended that this is a result of student apathy, lack of quality teachers, decentralized curriculum standards, decline in mathematics and science education, and lack of funding for schools and innovation. It shows that teacher quality is so important into learning. To prevent student apathy teacher has to have strategy to impart lesson or knowledge to students. According to thematic analysis from Braun & Clarke, (2006) of the interviews revealed three main themes addressing a good teacher (1) quality of teacher - student relationship, (2) teaching expertise, (3) Teachers personal characteristics. (Nitsche et al. 2016). The theme "quality of teacher – student relationship" concerning the good teacher implied three subthemes: (a) appreciation, (b) individual consideration, and (c) sympathy, "teaching expertise" theme was split into three: (d) motivation, (e) comprehensible teaching and, (f) variety/flexibility during lessons.

The third main theme in regard to a good teacher, "teacher's personal characteristics" is subdivided into (g) assertiveness, (h) humor, and (i) empathy (Raufelder et al., 2016). In that research we know that teacher who has deep knowledge is not enough to be a good teacher because students have their own type of teacher, most of students want to have teacher that want to make relationship, so that between teacher and student will understand each other, and teacher be able to transform their knowledge well and student will receive it easily.

Within the global construct of classroom quality, teacher-child interactions have emerged as a key aspect of quality in predicting children's outcomes. Teacher-child interactions are the "daily back-and-forth exchanges that teachers and children have with one another throughout each day, including those that are social and instructional in nature (Early et al., 2016). Students have different psychology with adult, even when the teachers as adult define that little thing that they do don't hurt their student or make student become unrespect to the teacher, but for student it has different meaning. So when the teacher teach student, teacher has to understand about student psychology, because each student has different personality.

3. Workplace Dissonance

Although education in 21st century era has been created, but in fact central learning on the teacher still exists. Most of teacher that do that is old teacher. In common case learning between old teacher and young teacher feels different. Most of old teacher usually teach student passively by reading all of the lesson from the first until the end, and they do not give student express their argument or opinion, in that case is impossible teacher opens their student's mind be out of the box. So, Student imagination will be stuck in that lesson and never development. Different with old teacher, commonly most of young teacher is more active in learning and more interesting than old teacher. They usually use student learning center method that the central of learning is students. So that in the class, students is central of learning.

Therefore, before teaching, teachers reflect and plan their teaching procedure and, after doing it, they consider or think about what occurred (Alipoor & Esmeail, 2016). When teacher do preparation, learning will run well and student will get more than knowledge on the book but student also get knowledge from teacher mind and perception. So student's view about anything else except main lesson time by time will increase through the learning.

The teacher not only expected to impart knowledge to students but also guide students to be ready face the world and can handle their life in global challenge.

4. Effects on Subsequent Intentions

Can students choose their own teacher in the school? the answer is no. All of school have divided teacher to every each class. That is decision from the headmaster. Student can't choose which teacher that they want to be taught. in the class we that learning will run well. But, if in some lesson students don't feel comfort with the condition in the class absolutely students will not follow the lesson well, and in the end students will not understand about the lesson that has been taught. Students as the young have labile emotion, they can't manage their emotion and their feeling. They will express their emotion in any condition, any place, and any time. They don't care where they are. Such as in the school in learning process they will express it by day dream it, they do not listen teacher's explanation, etc. in this case, teacher is needed to take them back to their usual life. Teacher may be have good communication skills but she never communicate with their students, student will feel that it condition is unusual and it is felt strenge to the student. eventhough teacher has good communication, but If teacher don't have good relationship with students, it will not be work.

The current result underline that students value teacher's individual consideration which is in line with Klem and Connel's (2004) conclusion that students need to feel that their teachers take an active interest in them, and that their own decision and work is deemed relevant. In other words, teachers need to be prepared to consider each student's individual situation in order to attain the best possible learning progress (Buchner, 2003; Wenning, 2004 and Raufelder, *et al.* 2016).

5. Theoretical Framework

Figure 1 show conceptual framework in this paper.

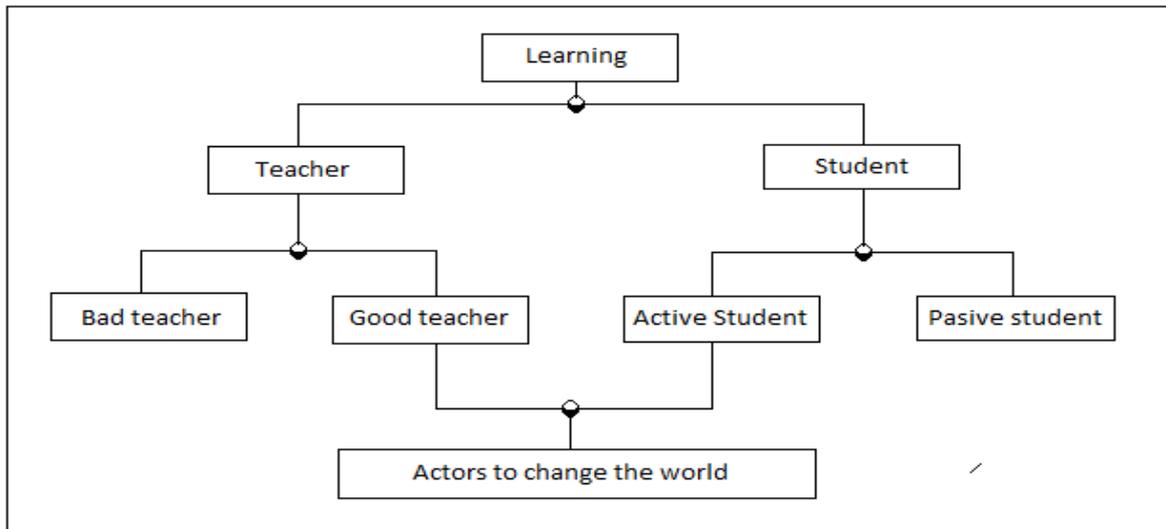


Figure 1. Conceptual Framework

A teacher's belief as an indicator of their professional development can be defined as a form of personal knowledge about the pupils, the learning process and the material that is being taught (Kagan, 1992). The conceptual learning also based on teacher's beliefs because teacher beliefs will create teacher's character so teacher will be ready to teach student and student will understand comfortably. Because teacher is key of the succesfull of learning. Effective teaching in the classroom is correlated to pupils' academic achievements and study results (Seidel & Shavelson, 2007; Stronge, Ward & Grant, 2011).

Based on the objective of this study that is to create students who are ready to face the world are needed a good teacher that can impart about knowledge of main lesson and also can make students open their mind and realize about global challenge that every single time is going to be fierce.

On learning actors there are student and teacher. There is passive student and active student, and also good teacher and bad teacher. We say it active student if the student not only understand about main lesson that the teacher has been explained but also the students has critical thinking about the lesson and apply it in social, more over they can practice it and create new creativity. And we say it passive student if student just receive the lesson but student doing nothing, and student does not respect about the development of the lesson.

We say it good teacher if the teacher not only impart the main lesson, but also the teacher make collaboration about the lesson with current world development in order to make students can open their mind and not only stuck in their line. The teacher must be able to bring their students understand about function of that lesson to their life, and realize that global challenge is waiting for them. Not only about the knowledge but also student must have high care. To students, so students feel that teacher is beside them and always to be there for them. The teacher has to take care of students by making good relationship between teacher and students.

6. Methodology

6.1 Sample and data collection method

For making this paper we study from any literature and various source that talk about teacher – student relationship, student perception of good teacher, education, and learning. and we collect all of data by study from the result of some researcher that do research in education and learning to make conclusion from this case.

6.2 Instrumentation

The following Table 1 indicates the measures of the study student's perception of good teacher. The instrument items were adopted from previous studies by Raufelder et al. (2016).

Table 1: Themes and subthemes of a good teacher (Raufelder et al. 2016)

T1: quality of Teacher-student relationship (n = 86)			T2: Teaching Expertise (n = 86)			T3: teacher's Personal characteristic (n = 86)		
ST1: appreciation (n = 76)	ST2: individual consideration (n = 32)	ST3: sympathy (n = 67)	ST1: motivation (n = 71)	ST2: comprehensible teaching (n = 45)	ST3: variety/flexibility during class (n = 44)	ST1: Assertiveness (n=9)	ST2: humor (n=9)	ST3: empathy (n= 12)

Note: T = theme, ST = subtheme.

7. Finding & Discussion

7.1 Reliability analysis

The Overall, thematic analysis of our interviews revealed three main themes for both "good" and "bad" teachers: (1) The quality of the teacher – Student relationship (addressing The inter-personal dimension), (2) Teaching expertise vs. lack of teaching expertise (addressing The academic dimension), and (3) teachers' Personal characteristics (addressing The inter- personal dimension). The Results show that students value teachers' Interpersonal dimensions over academic ones, although they underline their bilateral association. Due To the increased focus on academic outcomes during secondary school, students generally perceive their teachers to be less caring, friendly, and supportive than their elementary school teachers (Harter, 1996; Hawkins & Berndt, 1985). Hence, it is possible that elementary school students prioritize interpersonal dimensions over academic dimensions when evaluating their teachers as professional educators. (Raufelder, et al. 2016).

7.2 Descriptive statistics & analysis

The findings showed that from 86 students that give participation thought that the good teacher is (1) teacher who has relationship with student in subtheme appreciation (88, 37%), individual consideration (37, 21%), sympathy (77, 91%). (2) teaching expertise in subtheme motivation (82,55%), comprehensible teaching (52,33%), variety/ flexibility during class (51,16%). (3) teacher's personal characteristics in subtheme assertiveness (10,47%), humor (33,72%), empathy (13,95%). All of these show that almost all of students prefer to teacher that has good appreciation and sympathy to students and has motivation for students. And for other subtheme is just liked by more over half of students.

8. Conclusion and Future Recommendation

From this study we can make conclusion that to be a good teacher, having deep knowledge about the lesson that we teach is not enough. But, teacher has to open mind for looking for about other knowledge and world development information. Furthermore, teacher can make student comfort in their teaching. So, easily teacher can be motivator to student and guides student to think more than usual. When teacher has been as like what students expect, they can be defined be a good teacher. For the next teachers have done all things to be good teacher are expected to defend their method in teaching, and for teachers that still use passive method are expected to change it. So all of student will feel comfort in all lessons in order that easily they will understand well about all of lessons.

When we can make student understand well about the main lesson and world development, students will realize about global challenge and how to solve it. At that time, it means that teacher has create students who have been ready to face the world.

Acknowledgement

First of all we are as authors would like to express our gratitude into our god Allah SWT, who has given us chance, so we can make and finish this paper without any significant trouble. We also want to give especially thanks to our lecture, Mr. Riyanto Ph.D who has guided us making this paper until the end. Finally we also want to say thaks to our parents, friends, lecturer, and our institution, Islamic university of Indonesia that always support us in making this paper.

References

- Alipoor, Razieh., Esmeail Jadidi. (2016). The Relationship between Iranian EFL Teachers' Reflection and their Cognition about Vocabulary Teaching Style. *Procedia - Social and Behavioral Sciences* 232, 769 – 775.
- Büchner, P. (2003). Stichwort: Bildung und soziale Ungleichheit. *Zeitschrift für Erziehungswissenschaft*, 6(1), 5-24.
- Early, D. M., Maxwell, K. L., Ponder, B. D., Pan, Y. (2016). Improving teacher-child interactions: A randomized controlled trial of Making the Most of Classroom Interactions and My Teaching Partner professional development models, *Early Childhood Research Quarterly*, 38, 57-70.
- Kagan, D. M. (1992). Implications of research on teacher belief. *Educational Psychologist*, 27(1), 65–90.
- Klem, A. M., & Connell, J. P. (2004). Relationships matter: Linking teacher support to student engagement and achievement. *Journal of school health*, 74(7), 262-273.
- Raufelder, D., Nitsche, L., Breitmeyer, S., Keßler, S., Herrmann, E., & Regner, N. (2016). Student's perception of "good" and "bad" teachers—Results of a qualitative thematic analysis with German adolescents Diana Raufelder*. *International Journal of Educational Research*, 75, 31-44.
- Seidel, T., & Shavelson, R. (2007). Teaching effectiveness research in the past decade: the role of theory and research design in disentangling meta-analysis results. *Review of Educational Research*, 77(4), 454–499.
- Stronge, J. H., Thomas T. J., & Grant, L. W. (2011). What makes good teachers good? A cross-case analysis of the connection between teacher effectiveness and student achievement. *Journal of Teacher Education*, 62(4), 339–355
- Tobell, J., & O'Donnell, V.L. (2013). The transformation of interpersonal and learning relationships in the transition from primary to secondary schools: student, teacher, and school context. *International Journal of Educational Research*, 59, 11-23
- Wenning, N. (2004). Heterogenität als neue Leitidee der Erziehungswissenschaft? Zur Berücksichtigung von Gleichheit und Verschiedenheit. *Zeitschrift für Pädagogik*, 50(4), 565-582.