

Teacher Professionalism and Educational Challenges of The Industrial Revolution 5.0

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Abstrak: Sikap profesional seorang guru diperlukan dalam menghadapi tantangan pendidikan pada era Revolusi Industri 5.0. Tugas guru tidak hanya untuk mengajar tetapi juga untuk mendidik, memelihara, membimbing dan membentuk kepribadian siswa untuk mempersiapkan dan mengembangkan sumber daya manusia. Kesalahan seorang guru dalam memahami profesinya akan berakibat pergeseran fungsi guru secara bertahap. Sehingga akan menghasilkan hubungan antara guru dan siswa yang pada awalnya membutuhkan satu sama lain akan berubah menjadi hubungan yang tidak acuh, tidak bahagia dan membosankan.

Kata kunci: Profesional, Guru, Pendidikan, Revolusi Industri Era 5.0

Pendahuluan

Education is a human activity to gain knowledge and understanding of something. Education is not merely a devolution of cultural values (Enkulturasi) in the form of intelligence and skills from parents to children, but also efforts to develop individual potential children.¹

The education effort will affect the quality and quantity of the resources. Human beings and the improvement of welfare and prosperity in society.² Nashar adds that the process of change in education aims to change the ability, understanding, attitude, knowledge, information through the experience of.³ Teacher is a respected person because it has a huge appreciation for the success of learning at school. Teachers are instrumental in assisting the development of students to realize their life objectives optimally. When parents enrolled their children to school, the parents put hope on the teacher so that their children could develop optimally.⁴ The interests, talents, abilities, and potentials that learners have will not be able to develop optimally without the help of teachers. In this connection, the teacher needs to pay attention to the learners individually. The teacher's job is not only to teach, but to educate, nurture, guide, and shape students' personality to prepare and develop human resources.⁵

¹ Dwi Siswoyo, *Ilmu Pendidikan* (Yogyakarta: Universitas Negeri Yogyakarta Press, 2008), 1.

² Hasan Langgulung, *Pendidikan dan Peradaban: Suatu Analisa Sosio- Psikologi* (Jakarta: Pustaka Setia Al- Husnah, 1990), 261.

³ Moh Toriqul Chaer and Fitriah M Suud, "Pendidikan Anak Perspektif Hamka (Kajian Q.S. Luqman/31: 12 -19 Dalam Tafsir Al-Azhar)" 02 (2020): 15. As a comparative ingredient see Yongxin Liao et al., "The impact of the fourth industrial revolution: a cross-country/region comparison," *Production* 28, no. 0 (January 15, 2018), <https://doi.org/10.1590/0103-6513.20180061>.

⁴ E. Mulyasa, *Menjadi Guru Profesional*, (Bandung: PT. Remaja Rosda Karya, 2005), 10

⁵ Moh. Toriqul Chaer, Alef Theria Wasim, and Akif Khilmiyah, "Children's Education in The Story of Single Mothers in Qur'ân," *International Journal of Education and Learning* 1, no. 2 (December 5, 2019): 3, <https://doi.org/10.31763/ijele.v1i2.64>.

Education has a close association with globalization. In the era of globalization, Indonesia must reform in education, by creating a more comprehensive and flexible education system, so that graduates can function effectively in the lives of a global democratic society. Therefore, education should be design in such a way as to enable the students to develop a natural and creative potential in an atmosphere of freedom, togetherness and responsibility. Besides, education should be able to produce graduates who can understand, the community with all factors that can support achieving success or barriers that cause failure in community life. The professional attitude of a teacher determines this. The premise to start an insightful global education is information and knowledge about other parts of the world should develop our awareness that we will be able to understand our circumstances better when we can understand the relationship to other communities and global issues.

A world of education that should be full of affection, a place to learn about morals, the ethics is now close to violent and Immoral acts. The world that should reflect intellectual attitudes, ethics, and upholding moral value, has been smudged by a handful of irresponsible educators (teachers). This reality contains a message that the world of teachers should immediately conduct an evaluation. It seems it is time to do the realignment of understanding in positioning the profession of teachers.

The teacher's mistake in understanding his profession will result in the rolling of the teacher's function slowly. This shift has caused two parties to have both brought importance and sailing need, i.e. teachers and students, to be no longer in need. Consequently, the learning atmosphere is very burly, boring, and far from a happy atmosphere. That statement is where conflict-to-conflict arises so that the parties are easily frustrated and quickly vent the wicked ways.⁶

Discussion

A. Basic Concept of Attitude and Professional Teacher

Attitudes are a representation of a person's personality born through physical movements and thoughts of thought against a state or an object. Berkowitz (2009) describes a person's attitude toward an object is a feeling or emotion, and the second factor is the reaction/response or tendency to react. In reaction, the attitude is always related to two alternatives, namely happy (like) or not pleased (dislike), according to and carry out or avoid/avoiding something.⁷

⁶ Meilan Nirmala Shinta, "Study Of Professional Development And Career English Teacher," *Al-Lisan* 3, no. 2 (August 30, 2018): 36–45, <https://doi.org/10.30603/al.v3i2.450>. Further reading see Beatrice Avalos, "Teacher Professional Development in Teaching and Teacher Education over Ten Years," *Teaching and Teacher Education* 27, no. 1 (January 2011): 10–20, <https://doi.org/10.1016/j.tate.2010.08.007>; Hasan Tanang and Baharin Abu, "Teacher Professionalism and Professional Development Practices in South Sulawesi, Indonesia," *Journal of Curriculum and Teaching* 3, no. 2 (July 7, 2014): p25, <https://doi.org/10.5430/jct.v3n2p25>.

⁷Berkowitz, Marvin W dan Mary Anne Hoppe. 2009. Character Education and Gifted Children. *Journal of High Ability Studies*, vol.20 no. 2, December 2009, p. 131-142. Further reading see Deal, Debby Deal, C. Stephen White. 2006. Voice From The Classroom: Literacy Beliefs an Practices of Two Noice Elementary Teacher. *Journal of Research in Childhood Education* vol. 20, no. 4, pp. 313-329; Kokom Komalasari. 2012. The Living Values-Based Contextual Learning to Develop the Students' Character.

Based on above opinion, it can said that attitude is the tendency, view, opinion or establishment of one to assess an object or issue and act according to its assessment by realizing positive and negative feelings in the face of an object. Professional is related to the profession and requires special skills to run it. So it can be interpreted that a teacher's professional is the ability or skill that a teacher must have in carrying out his profession as an educator or teacher.⁸

B. Issues Regarding Teacher Problems

In the educational world, the existence of teacher roles and functions is one of the most significant factors. Teachers are an essential part of the teaching and learning process, both on formal and informal educational pathways. Therefore, in every effort to improve the quality of education in the homeland, it cannot be removed from various matters relating to the teacher's existence.

The philosophy of social culture education in Indonesia has put the function and role of teachers in such a way that the teachers in Indonesia is rarely have been in the position has a double role, even multifunction. They are in demand not only as educators who must be able to transform the values of science but as well as a moral guardian for the students. Not even infrequently, teachers are considered as the second person, after parents are students in the global education process.

In the social context of Javanese culture, for example, the word teacher is often formulated as the length of the word "*diguju lan ditiru*" (becoming the primary role model). Similarly, in the Indonesian language, there is a prelingual that reads "Standing urine teacher, the urinary student ran". All the teacher's behaviour will be a role model for the student—an exalted position and while giving its psychological burden to our teachers. So teachers are required to be professional in all aspects of community life.

The problems faced by the teachers in Indonesia are: (1) The quality problem of teachers, in Indonesia is still very little elementary school teachers who are students, so it affects the quality of children in the students. Moreover, coupled with additional task teachers who accumulate, cause in the process of teaching is not maximal because the stamina of the teacher who degenerate, (2) problem number of teachers who are still lacking.

The number of teachers in Indonesia is still less when it is associated with the number of existing students. Therefore, the number of students per class with the number of teachers available today, felt still less proportional, so not infrequently one classroom is often in the contents of more than 30 students. The numbers are far from ideal for a learning and teaching process that is considered sufficient. Ideally, each class is filled with no more than 15-20 students to ensure the utmost quality teaching and learning process, (3) Teacher

Journal of Social Sciences 8 (2) pp 246-251; S. Azwar, *Sikap Manusia, Teori dan Pengukurannya*, (Jogjakarta: Pustaka Pelajar Jogja Offset, 2000), 5

⁸ Depdikbud, *Kamus Besar Bahasa Indonesia*, Buku Satu, Jakarta: Balai Pustaka Utama, 1989), 723

distribution problems. The problem of teacher distribution is less equitable, is a problem in the education world in Indonesia. In remote areas, we often hear there is a shortage of teachers in a region, both for security reasons and other factors, such as the problem of teachers' facilities and welfare that are considered far distant, (4) Problems of teacher welfare, it is not a public secret, that the level of our teachers' welfare is very concern. The income of teachers is seen far from adequate, especially for those who are still in the status as auxiliary teachers or honorary teachers. Such a condition has stimulated some of the teachers to find additional income, out of their basic duties as teachers, including business in the school where they teach educators. The increased welfare of reasonable teachers can improve teacher professionalism, including can prevent teachers from doing business practices in school.

C. Teacher Discourse and Professional Attitude

As we know and feel together, that we have entered the 21st century known as the global era, which has a vast influence on the lives of no exception sectors of education. It is said to be a global era because knowledge and professionalism will be the main foundation of all aspects of life, mainly in education. After all, education is the cornerstone of every aspect of life.

The global era is an era with more complicated and challenging demands. An era with specific specifications is a massive influence on the world of education and employment. Changes that occur in addition to the rapid development of technology are also caused by the extraordinary development in education, science, psychology, and transformation of cultural values. The impact is a change in a personal view of human beings, the perspective on education, changes in the role of parents/teachers/lecturers, as well as changes in the pattern of relations between them.

Our education slump we have felt over the years. For the umpteenth time, the curriculum written as a cause. Reflected effort change curriculum starting from the 1975 curriculum replaced with the curriculum 1984, then replaced again with the curriculum 1994 and so on that until last we know the curriculum KTSP. Nasanius⁹ revealed that the deterioration of education was not a result of the curriculum but by a lack of professional attitudes ability of teachers and the learning reluctance of students. Professionalism as a support for the smooth teachers in carrying out their duties is strongly influenced by two significant factors that are internal factors that include interest and talent and external factors that are related to the surrounding environment, infrastructure, and various exercises performed by the teacher.

The professionalism of teachers and educational personnel is still not adequate, especially in the field of science. The number of educators has been

⁹ Nasanius, Y. 1998. Kemerototan Pendidikan Kita: Guru dan Siswa Yang Berperan Besar, Bukan Kurikulum. *Suara Pembaharuan*. (Online), <http://www.suarapembaruan.com/News/081998/080pini>

quantitatively quite a lot, but the quality and professionalism of a teacher have not been expecting. Many of them are not quality and convey erroneous material so that they are neither or less able to present and conduct a genuinely quality education.

Many factors lead to the lack of professionalism of a teacher so that the government strives to make teachers who appear in the global era a genuinely professional teacher who can anticipate challenges in the world of education. In the face of education in the global era experts say that the 21st century is a global era because the transformation of all forms of knowledge becomes the main foundation of all aspects of life.

According to Naisbit (1995)¹⁰ there are Ten dominant tendencies will happen to education in the 21st century namely; (1) from the industrial community to the information Society, (2) of the technology imposed on high technology, (3) from the national economy to the world economy, (4) from short-term planning to long-term planning, (5) from centralization to decentralization, (6) from institutional assistance to self-help, (7) from representative democracy to participatory democracy, (8) from the hierarchies to the crawl, (9) from north to south, and (10) from or/or to compound choice.

The implications of the above tendency have an impact on education that includes the curriculum aspects, education management, educational personnel, strategies and educational methods. Furthermore, Naisbitt (1995) suggests eight dominant tendencies in Asia contribute to the world; (1) from the nation-state to Network, (2) from export demands to consumer demands, (3) from Western influences to Asian ways, (4) from the government's dick to market demands, (5) from village to Metropolitan, (6) from labour-intensive to sophisticated technology, (7) from male domination to the appearance.

The eighth tendency will affect the values in various aspects, patterns and lifestyles of people both in the village and in the city. In turn, it will affect the educational patterns that are more like the demands of the trend. Concerning attitude and professional a teacher in education is challenged to be able to prepare human resources in the face of a tendency challenge without losing the values of the personality and culture of the people.

Surya (1998)¹¹ added that education in Indonesia in the 21st century has the following characteristics: (1) National education has three primary functions, namely; (a) to educate the life of the nation, (b) to prepare the skilled human resources and experts needed in the industrialization process, (c) nurture and develop the mastery of various branches of science and technology skills; (2) As archipelago countries of different tribes, religions and languages, education not only as a process of knowledge transfer only, but has the function of preserving the life of the nation in the atmosphere of unity and national unity; (3) With the

¹⁰ See more in John Naisbit, *Global Paradox* (New York, Avon Books, 1995)

¹¹ Surya, Muhammad, *Dasar-dasar Konseling Pendidikan (Teori dan Konsep)* (Yogyakarta: Kota Kembang, 1998)

increasing development results, the mobility of residents will affect the pattern of national education; (4) The change of family characteristics both function and structure, will demand much of the importance of cooperation of various educational environments and in the family as a point. Family values should remain preserved in various educational environments; (5) The principle of lifelong learning should be a key cornerstone in realizing education to offset the challenges of the development of times; (6) The use of various innovations of Iptek mainly electronic media, informatics, and communication in various educational activities, (7) The provision of libraries and learning resources is indispensable in supporting educational efforts in education; (8) Publication and research in the field of education and other related fields, is a real need for education in the global era.

Education in the global era demands modern and professional education management with an educational nuance. Educational institutions are expected to realize their role effectively with excellence in leadership, staff, teaching and learning, staff development, curriculum, objectives and expectations, school climate, self-assessment, communication, and parental/community involvement.

No less important is the figure of teacher appearance characterized by excellence in nationalism and fighting soul, faith and piety, mastery of science, work ethic and discipline, professional attitudes, cooperation and learning with various disciplines, future insights, career certainty, and inner birth welfare. The attitude and professional teachers in education have a very strategic role in preparing the young generation who have high emotional power and intelligence and master the skills and skills that are steady.

D. Teacher Professional Development Strategy

According to experts, professionalism emphasizes the mastery of science or management skills and implementation strategies. Professionalism is not merely a knowledge of technology and management but rather an attitude, develop more professionalism than a technician not only have a high skill but has a behaviour required. The requirements of an Indonesian professional teacher is a must-have; (1) A strong knowledge base as the embodiment of the technological community and the science community in the 21st century; (2) Mastery of professional tips based on research and practice of education that is the science of education as a science of praxis not only mere concepts. Education is a process that occurs in the field and is scientific, and education research should be direct to the practice of Indonesian public education; (3) The development of sustainable professional skills, the teaching profession is a continuous and sustainable profession between LPTK with educational practice. The profession of teachers and educational sciences is due to the interruption of pre-service and in-service programs due to rigid bureaucratic considerations or weak education management.

The existence of the teacher's professionalism, need a new paradigm to give birth to the profile of Indonesian professional teacher in the 21st century that is the global era is; (1) have a mature and thriving personality; (2) strong mastery of science; (3) Skills to raise learners to science and technology; and (4) ongoing professional development. These four aspects are a whole unit that can not be separated and coupled with other businesses that contribute to the development of professional teacher profession. When the professionalism requirements of the teacher above fulfil, it will change the attitude and role of the once passive teacher into a creative and dynamic teacher.

Semiawan (1991)¹² reveals that meeting the requirements of professional teachers will change the role of teachers who originally as verbalist orator into dynamic strength in creating an atmosphere and learning environment that invitation learning environment. In order to improve the quality of education, the teachers have multi-functions, namely as facilitators, motivators, Informator, Communicators, transformers, change agents, innovators, counsellors, evaluators, and administrators.

Professional development of a teacher is a global concern because the teacher has the task and the role not only give information on science and technology but also form the attitude and soul that can survive in the era of hyper-competition. The teacher's job is to help learners to be able to adapt to the challenges of life and the insistence that develops in him, especially in the face of the global era as it is today.

The empowerment of these learners includes aspects of personality, primarily intellectual, social, emotional, and skill aspects. The noble task was to be heavy because not only did the teachers have to prepare the young generation to enter the global era but must prepare to remain exist, both as individuals and as professionals.

Factors causing low professional attitudes of teachers in our national education condition are not as bright in developed countries. Both institutions and their contents still require extra attention to the government and society. Informal education, diversity participants, the institution quite establish, and the belief of a healthy society is also the place where the seeds of the superior are growing and need a proper seeding. Good seeding work is a teacher's work. So teachers have a significant role in the national education system in particular and our lives generally. Teachers are very likely to run his profession contrary to his conscience because he understands how to run his profession, but because it does not comply with the will of the giver or superiors, then the ways of the teachers can not be manifested in real action.

Teachers always intervened. The absence of independence or autonomy is what kills the teacher's profession from being an educator to instruction. Even the teacher has no autonomy at all. Besides, the teacher's movement room

¹² Conny Semiawan dkk. *Memupuk Bakat dan Kreativitas Siswa Sekolah Menengah* (Jakarta : Gramedia, 1990), 54.

always controlled through the necessity of making learning implementation plan (RPP). A teacher who has had teaching experience over five years has found his learning pattern. With the teacher's claim, each time teaching makes a Learning Plan (RPP). Then the time and energy of teachers wasted much, which should be time and energy wasted this can utilize to develop him..

In addition to factors above other factors that cause low professionalism of teachers caused by among others; (1) There are still many teachers who do not pursue their profession as a whole. This statement is due to many teachers who work outside of their working hours to meet the needs of everyday life, so the time to read and write to self-improve is not there; (2) The absence of professional standards of teachers as demands in developed countries; (3) The possibility is due to a private college as a printer of teachers who graduates of the original without having to do the output later in the field to cause many teachers who are not obedient to the professional ethics of teacher; (4) Lack of motivational teachers in improving the quality of self because teachers are not required to research as applied to lecturers in college.

Akadum (1999)¹³ also suggested that there were five causes of low professionalism of teachers; (1) There are still many teachers who do not pursue their profession in total, (2) vulnerable and low compliance of teachers to the norm and ethics of teacher profession, (3) Recognition of the science of education and training is still half-hearted from policy-making and parties involved. This is evident from the still unmantled institutional printers of teaching and education, (4) still not smooth-the difference of opinion about the proportion of teaching materials given to prospective teachers, (5) still not functioning PGRI as a professional organization that seeks to maximally increase the professionalism of its members. PGRI tendencies are politically not to blame, especially to be a pressure group in order to improve the welfare of its members. Nevertheless, in the future PGRI began to seek the professionalism of its members. By looking at the factors that led to the low professionalism of teachers, the government sought to find alternatives to improve the teacher's profession.

The government has sought to improve the professionalism of teachers, including increasing qualifications and higher educational requirements for educators from school levels to higher education. Diploma II Program for elementary school teachers, Diploma III for Junior Secondary school teachers and Strata I (bachelor) for SLTA teachers. However, this is meaningless if the

¹³Akadum,(1999),<http://www.SuaraPembaharuan.com/News/1991/01/220199/Oped> (Diakses 13 Januari 2012). Further reading see Akadum. 1999. Potret Guru Memasuki Milenium Ketiga. Suara Pembaharuan. (Online) (http://www.suara_pembaharuan.com/News/1999/01/220199/OpEd, diakses 7 Juni 2001), 1-2; Arnold S.R., Michael J. Padilla & Bupphachart Tunhikorn, *The Development Of Teacher's Professional Knowledge From A Course To Student Teaching Practicum: A Case Study Of A Thai Pre-Service Science Teacher Conference of Asian Science Education: CASE 2008 February 20-23, 2008,Kaohsiung, Taiwan*; R. Djojonegoro, *50 Tahun Pembangunan Pendidikan Nasional 1945 – 1995 Suatu Analisis Kebijakan* (Jakarta : Grasindo, 1995); H. Nawawi, *Organisasi Sekolah dan Pengelolaan Kelas* (Jakarta: Gunung Agung, 1985)

teacher has a lack of power to make changes. Also, efforts have been made by the government to improve the quality of teachers, among others through seminars, pieces of training, workshops, and teacher certification programs. The ongoing implementation is far from expectations, and many irregularities, but at least have resulted in a condition indicating that some teachers have a passion for advancing.

Certification as another attempt to increase the professionalism of teachers, such as the PKG (Teacher Activity Center, and the Teachers Working Group) that allows teachers to share their experiences in solving the problems they face in his teaching activities. Professionalization should be seen as a continuous process so that attitudes and professional teachers formed in this process, education of the title, education in the department including upgrading, coaching from professional organizations and workplaces, community appreciation to the profession of teaching, the enforcement of professional ethics, certification, improving the quality of prospective teachers, rewards, and others jointly determine the professional development of one's teachers

The various efforts that the government has made above, an essential factor for the attitude and professional teachers can increase, teachers must be able to develop the qualifications of himself is by targeting the many hours of work with the salary of teachers. Any Program that will be applied by the government, but if the salary of the teacher is low, it is obvious to fulfil the needs of his life teachers will seek additional work to suffice his needs. It is no wonder that the teachers in developed countries are high quality or said to be professional because the appreciation for the teacher's services is very high.

Endnotes

Noting the role of teachers and teacher assignments as a factor of determination for the success of education, especially in the face of education in the global era, the existence and improvement of the teaching profession become a critical discourse. Education in the global era demands the management of modern and professional education with an educational nuance. The deterioration of education is not a result of the curriculum but by the lack of professional skills of teachers and students' learning reluctance. Professionalism emphasizes the mastery of science or management skills and implementation strategies. Professionalism is not merely a knowledge of technology and management but rather an attitude, the development of professionalism more than a technician not only has a high skill but has a behaviour required. Professional teachers are mostly determined by Atsumarya, which means at the level of maturity that requires willingness and ability, both intellectually and in good condition. Professionalization should view as a continuous process. The effort to improve the professionalism of teachers is a joint responsibility between LPTK as a printer guru, Depdiknas as an institution that foster teachers, teachers union Indonesia and society in general. Therefore educators, prospective educators, and related parties should begin to

understand, apply, and develop attitudes and behaviours in the world of education by the example of both minds, speech, and action.

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