

Strengthening Professionalism Teacher A Necessity

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Abstract – The techno-science era is an era that touches the various joints of life. Therefore, it is the duty of educational institutions to produce outsiders who are ready to face the dynamically developed era. Improvement in the field of education that includes all systems in it is an inevitability. This paper tries to rationalize the importance of strengthening teacher professionalism as well as the efforts that need to be made for it. One of these efforts is to strengthen the professionalism of educators to be more ready to take part in their duties that prepare learners to live in their day. Because we realize that the professionalism of a teacher is usually characterized by the effective implementation of his work.

Keywords – Strengthening, teachers, professionalism, education.

I. RATIONAL

The pace of development of science and technology in various fields will continue and will be unstoppable. Innovations and breakthroughs will spark competition in various fields. Like it or not, these developments will touch various aspects of people's lives, including the needs of the world of work. This shows that nowadays we live in a very fast-changing world. Advances in science and technology have had an unpredictable impact on change. Such changes will affect the needs and activities of each individual to live in his or her day. The logical consequences of knowledge and skills need to be adjusted in the face of the challenges of the times. In that regard, educational institutions are required to prepare educational outsiders to be able to adapt to the developments that are and may occur. In other words, this development must be able to be responded to by the world of education in earnest if it does not want its graduates to be spectators of different progress than before. Graduates resulting from an educational institution must be eligible for the ability to succeed with the work they face. Freire (2000) in this case reminded,

If people are not able to critically see the themes of their time, thus unable to actively handle reality, they will be carried away by the currents of change. They see the times are changing, but they are immersed in change and can't see the dramatic meaning of that change.

With that in regard, effective and innovative learning must be done by implementing the necessary changes. The future is certainly not the same as the present. The complexity of the problems and phenomena that will occur will be so diverse that all of them need to be available to today's learners. The problem is, what is skills that the younger generation needs to be successful in this rapidly changing world? Furthermore, the problem that accompanied is what competencies teachers need to effectively be able to teach the knowledge and skills their students need to be ready for the growing age? Thus, teachers must be fully aware that the students are ready to pick up and take part in their time, a little bit will be influenced by the results of education and learning. It was stated by Stronge, Tucker, and Hindman (2004:7) in his Handbook for Qualities of Effective Teacher that “*Effective teaching is a*

continuous learning process, and each school year brings about changes that require competent teachers to adapt. Changes can occur in terms of students, curriculum, development issues, colleagues, administrators, financial issues, health and safety, families, communities, and several other influences on the daily lives of teachers.” It is this kind of perspective that has triggered many countries in the world that reform curriculum, teaching, and assessment with a view to preparing for a better education that is in line with the needs of learners and higher education that they may be pursued.

Concerning the teacher who is a key factor or spearhead in maintaining and improving the quality of education and its results, the effort to identify priorities to improve the quality of the education system and teachers must be a must be done to realize it. Efforts to improve the quality of teachers are in place when directed to the formation and development of professionalism. This is based on the assumption that professional teachers will be able to respond to the development of science and technology as well as the needs that arise from the developments that occur in society. As Stronge, Tucker, and Hindman (2004:7) put it, teachers will adapt to change and successfully navigate class complexities that largely stem from their own personal abilities and experiences. This personal ability and experience can be classified as a prerequisite for teaching, namely, the competencies it has.

This issue we discussed, however, needs to be answered when this with real action as a logical consequence of the condition... Teacher as one of the determining factors of the success of the education process and with the professional position he held, of course, always follow the developments that occur that are followed by efforts to always adapt to the development. This means that teachers should continue to strive to improve the knowledge and skills needed to respond to these developments. Richard and Farrell (2005) stated that *“Teachers during their careers have different needs at different times, as well as the needs of the schools and institutions where they work will change over time. Pressure for teachers is the necessity to always even their knowledge.”*

This suggests that teachers should be better prepared and supported in dealing with the problems that arise as a result of these developments. More than that, teachers must be creative and able to make innovations in the learning and education process. The habit of carrying out tasks routinely without creativity and breakthrough, it is time to leave, because teachers are not amateur positions, but professional positions. Therefore, teachers must be equipped and equip themselves with new skills, including things that may not have been familiar with them or have never been taught before. In this regard, a teacher has a necessity to constantly try to improve his knowledge continuously. Of course, it is also the duty of competent parties to find strategies to improve the quality of teachers, so that teachers can carry out their duties properly and under the needs of their times. Besides, the state government must put teachers in the most important position to advance the nation manifested in a real policy. Appreciation for teachers who have done their duty to educate and teach should get serious attention.

Learning from other countries related to the implementation of education and coaching and improving the quality of teachers is certainly not prohibited, but the formulation of policies must be adjusted to existing conditions. As one of the comparative study materials on quality learning we can study the reference stated by the Commission on Teacher Credentialing California (2009), on California Standards for the Teaching Professional, namely

The quality of teaching relates to what matters most to the development and learning of students in schools. Teaching itself is a professional endeavor. Effective learning is driven by an understanding in the field and a commitment to all students and their families. Good learning requires knowledge, skill, artistry, passion and commitment. Effective teachers will integrate the following: (1) ethical concern for children and society, (2) broad subject matter competence, (3) selected pedagogical practice seriously, and (4) depth of knowledge about students them, including knowledge of the child and adolescent development and learning, understanding of their respective strengths, interests and needs, and knowledge of their families and communities.

The quote above gives an idea that professional teachers are attached to several competencies that are interconnected in supporting their professional duties. In this case, the teacher must be willing and able to make changes in the learning process that he/she implements which is solely aimed at the efforts of debriefing and developing the competencies of the learners. as an example, Schleicher. (2012) states that during this time,

Traditionally way of mathematics is often taught in the world of abstract mathematics, using formalism first, removed from the authentic context, and discouraged to students who do not see its relevance--- for example, students are taught arithmetic techniques, then given many arithmetic calculations to complete, or they point out how to solve a particular type of equation, then given many similar equations to solve. Thus, in the 21st century, students need to have an understanding of the basic concepts of mathematics, they must be able to translate new situations or problems they face into forms that show

the relevance of mathematics, make problems appropriate to be processed with mathematics, identify and use relevant mathematical knowledge to solve mawrong, and then evaluate solutions in the context of actual problems. Furthermore, their creativity can be enhanced by designing new solutions, and even new problems with non– standard solutions.

Efforts to improve the quality and professional teachers, certainly not limited to efforts made only by teachers personally, the government -- including local governments -- as one of the elements that are also responsible for teachers should be able to determine comprehensive policies related to improving the quality and development of teacher professionalism. Education and teacher issues should be a concern and earn a major place in the development program launched on each budget period. Complaints about the quality of graduates should not be solely directed at teachers and educational institutions, as the real problem is not limited to teachers and schools. The problem of placement of teachers proportionally needs is the responsibility of the Government (local) including the problem of facilities and infrastructure that must be available evenly in each school following the needs of learning. Thus, the role of the Government is not only limited as a policymaker but must be followed by completing the needs of the implementation of education as a logical contingency of a policy.

We cannot deny the current reality that the covid-19 pandemic era has brought its own wisdom to the world of education. This condition has dismantled a reality that has never been cared for, namely many teachers turn out to be "stuttering" when having to teach their students online. The wide selection of learning application tools available is not able to maximize its use so that the learning process runs as is following the ability and skills of teachers in using existing online learning applications. While the tendency to teach students face-to-face still stands out because it is considered more effective. The fact of the meaning of the effectiveness of a learning process is still understood to the extent that the achievements of students' learning outcomes are measured from the evaluation of learning outcomes carried out. While the true meaning of effectiveness is not placed properly, namely how to create learning conditions that can teach students.

The stated condition indicates that competencies in the field of information and communication technology should still be of particular concern. The ability of teachers to adapt to the developments in the community has not happened as expected. Self-development efforts independently do not seem to be a necessity that needs to be done. The attitude of "waiting" and "hoping" for activities carried out by the authorities is still a feature that arises in many of our teachers.

Related to the quality of outside education that is the responsibility of educational institutions will certainly be very concerned if this condition is allowed. Future challenges should be seen as common problems that require comprehensive thinking in dealing with them, including efforts to update the assessment standards used.

II. THE CHALLENGES OF THE AGE TO EDUCATION

We have agreed that era techno-science has now penetrated various aspects of people's lives, both economic, social, cultural, and technological. The tendency of today's people who want to be instantaneous is one of the characteristics that mark it. This shows that there has been a change in the attitudes and needs of the community. This condition should be treated by the world of education by adjusting the external quality of education to the needs of its time, both related to the knowledge, skills, and attitudes that must be possessed by learners. So, in this case, education has a very strategic and important position and role in the sense that education should be able to produce graduates who are competitive and comparative when dealing with the needs of society today and in the future.

Along with that, it is worth remembering that when talking about education, then we will talk about a system not only about teachers but also supporting facilities and infrastructure, as many people highlight. Although in this case, teachers have a central role in the quality of education, teachers will not be able to do more without adequate supporting facilities. Teachers are just one of the determining elements of the quality of outside education. However, teachers still have limitations in maximizing their performance. Therefore, the strengthening of professional ability must still be done on an ongoing basis.

The need for new skills and abilities for learners to be able to adapt in the future is a challenge for educational institutions, Wagner (2010, Bourn, 2017: 76) identifies seven skills, namely:

1. Think critically and solve problems;
2. Collaboration and leadership;
3. Agility and adaptability

4. Initiative and have an entrepreneurial spirit
5. Effective oral and written communication
6. Accessing and lysis information
7. Curiosity and imagination

These seven skills are commonly referred to as soft skills (soft skills)implying the demands of teacher professional competence, namely the necessity to adapt and improve their knowledge and skills to meet the needs of these learners.

Binkley et al. (2010) of the University of Melbourne In the Draft White Paper 1 Defining 21st-century skills on Assessment and Teaching of 21st Century states that knowledge itself is growing increasingly specialized and growing exponentially. Information and communication technology changes the nature of how work is done and the meaning of social relationships. Decentralized decision making, information sharing, teamwork, and innovation are key in today's enterprise. Furthermore, he added that the success of a technician or a professional lies in the ability to communicate, share, and use the information to solve complex problems, the ability to adapt and innovate in response to new demands amid changing circumstances, the ability to marshal. and expand the power of technology to create new knowledge and expand human capacity and productivity.

He said Team has compiled ten must-have skills in the 21st century that are packaged in 4 groups namely:

How to Think

1. Creativity and innovation
2. Critical thinking, problem-solving, decision making
3. Learning to learn, Metacognition

How it works

1. Communication
2. Collaboration (teamwork)

Tools to Work

1. Information literacy
2. ICT Literacy

Life in the World

1. Community - local and global
2. Life and career
3. Personal & social responsibility – including cultural awareness and competence.

What Binkley et al. formulated show that what is needed in education is not only "hard skills", but also "soft skills", including communication and collaboration skills. So, Education not only equips knowledge and skills but also how to form attitudes to be able to create and develop themselves. As quoted by Forde and McMahon (2019: 7) of the OECD (2000) that an effective education system has gone from building routine cognitive skills for lifelong work to learning and developing complex ways of thinking and ways of working.

Thus, although education focuses on skills, it does not mean that knowledge, values, and attitudes are ignored. Precisely these values and attitudes are needed to understand the developments that occur. In this case, the main task of the teacher is how to teach the student to become a learner.

The conditions stated above, suggest that changes in the education model and learning curriculum are things that must be done. A traditional learning model that has been running, it is time to gradually be diverted by innovation in the field of education. The curriculum and learning model that currently applies, should be made a significant improvement.

As a reflection of the importance of this approach, we can weigh what Stehlik (2018) has to say about education in Ireland that the program is recognized in trinity college's Bridge21 program in Dublin, which has been developed to offer a new learning model to secondary schools in Ireland and reflected in the key values of the "innovative team-based education model for the 21st century, is technology-mediated learning". Based on the idea that the main purpose of education is learning to learn, then:

1. Young people should be trusted to learn from each other
2. Building positive relationships is essential for success in education

3. Educational practices must follow the best theory
4. Young people benefit from experience working with mixed team skills
5. Young people grow up being given responsibility
6. Technology is the 21st teaching and learning center (Bridge21 2017)

Some of these are quite relevant challenges and that must be answered for a change in the coaching and education of our teachers today.

III. TEACHER PROFESSIONAL COMPETENCY DEMANDS

The previous description has given us an understanding that the position of teacher is a profession. As a profession, teachers are certainly not attached without going through an educational process. Thus, the position of the profession will in turn become a position that is heavy but "professional" with all competencies attached to it...

Meanwhile, the desire to prepare qualified professional teachers is always a challenge faced by many countries, including Indonesia. Improving the quality of teacher professionalism is expected to bring changes in the readiness of future generations in the face of the future accompanied by the phenomenon of the needs of the growing community.

On the other hand, we see a very rapid change that is different from the previous circumstances in various aspects of life, such as social, economic, cultural, and technological life in various fields, especially communication and information technology that needs to be reached by the world of education. The change is inseparable from the development of science and technology. Therefore, of course, the teacher should not be carried away with the comfort of the traditional learning process that he has been doing. Teachers as educators must improve in line with the changes that occur. This means that the competence of teacher professionalism should be a concern because not all teachers can themselves rise following the changes that occur. Many of them need training and coaching assistance, however, we still assume that professional teachers will be able to carry out learning tasks effectively. Therefore, professional teachers will also be meaningful as effective teachers in carrying out learning tasks.

Related to the effectiveness of the implementation of learning related to teacher professionalism, some research results cited by Stronge, Tucker., and Hindman (2004) showed that the following prerequisites related to effective teachers, namely:

1. Verbal ability of teachers has a positive effect on student learning achievement (Darling-Hammond, 2000; Haberman, 1995; Hanushek, 1971)
2. Knowledge content measured by majors or minoring in regional subjects or participating in professional development in contributing student learning improvement content (Fetler, 1999; Wenglinsky, 2000).
3. Education and training are strong predictors of the effectiveness of teaching from average grades or test scores (Ferguson & Womack, 1993). For teachers who embrace the concept of lifelong learning, professional development continues in their field results increased student achievement (Wenglinsky, 2002)
4. Teacher certification, regardless of the type of certification held, the teacher certification program has produced teachers more effectively than their uncertified counterparts (Darling-Hammond, 2000; Darling- Hammond, Berry, & Thoreson, 2001; Goldhaber & Brewer, 2000; Hawk, Coble, & Swanson, 1985).
5. Teaching experience, up to a certain point, affects the effectiveness of teachers, especially in the field of planning, classroom management, questions, and reflection (Covino & Iwanicki, 1996; Fetler, 1999; Reynolds, 1992).

The prerequisite characteristics confiscated by Stronge, Tucker, and Hindman (2004) regarding effective teachers suggest that a teacher should always be active in participating in various activities related to his duties and creative in developing his professional abilities, especially those related to education and learning activities. The attitude of silence and waiting or 'nrimo' circumstances faced in his place of duty, is not a wise act. On the contrary, teachers should always strive to make the environment faced a challenge to create. Lack or limited condition must be treated as a gift of the Almighty because the shortcomings and limitations are in fact stimuli that will spur us to do. Nothingness and limitations will always exist wherever we are and that will make us think and act to overcome them. Therefore, teachers should be aware that the lack and lack of available facilities is not an obstacle to doing. In that regard, teachers must be able to develop their competencies in utilizing all the potentials in their environment.

IV. PROFESSIONAL CAPABILITY DEVELOPMENT

It has been revealed before that today we live in a very rapidly changing world. Advances in science and technology have had an impact on an unpredictable change. Such changes will affect the needs and activities of each individual to live in his or her day. Having the same knowledge and skills as today will not be enough to face the challenges of the future. We must equip it with other knowledge that supports and has a correlation with the future we predicted; A generation ago, teachers could still hope that what they taught would equip their students for life. However, that assumption is no longer significant to do at this time. The rapid economic and social changes that occur today require schools to prepare students to be able to make breakthroughs with their knowledge, even if it is possible to find and create technologies that do not yet exist. Therefore, schools must adequately organize and equip the necessary learning facilities for the benefit of students' learning and learning independently. In line with this, then if we talk about the development of teacher professionalism certainly can not be separated from global development. This is because the teacher's wrong task is to prepare the generation that will live and act in the future. We certainly do not want our generation to be spectators of the changes that occur without being able to participate in the processing and playing a role in it.

Thus, the provision of knowledge and skills by the theme of his time should be a part that must be prepared for the teachers, including the principals. The ability to integrate developments that occur outside the classroom in the learning process in the classroom is a reasonable demand that must be met by teachers who hold professional predicates. Besides, a teacher's professional duties may go beyond his formal duties. Outside the classroom, a teacher may accompany and guide his students on field visits, supervise the study, assist with school organizational functions, and may also serve as a supervisor for extracurricular activities. In some education systems, teachers can have a responsibility to foster and supervise student discipline. Therefore, the integration of tasks outside of routine tasks must be carried out comprehensively in line with existing educational standards, curriculum, and progress needs.

Contrary to the reality stated above, teachers must have adequate skills in the field of information and communication technology to support their duties as professional teachers. Hightower.et.al (2011) revealed the results of their review of literature from the Center for High Impact Philanthropy (2010: 7) that

Qualified teachers are lifelong learners in their field of study, teaching with commitment, and reflective of their work. They transfer knowledge of subject matter and learning processes through good communication, have diagnostic skills, understand different learning styles and understand cultural influences, knowledge of a child's development, and the ability to devise a broad array of techniques to meet student needs. They set high expectations and support students in achieving their learning goals. They build an environment conducive to learning, and resources available both outside and in the classroom.

Based on the results of the Hightower.et.al review, we can propose several characteristics related to the development of professional teachers, namely:

1. Teachers should understand the importance of integrating the development of science and technology as well as the needs of the community in the learning process.
2. Teachers should get creative opportunities to build a learning model needed in their time.
3. Collaborating between teachers and other competent parties needs to be done to develop educational activities in schools.
4. There needs to be an emphasis on teachers' skills in managing learning in schools.
5. There needs to support from related parties in the development of professional teachers, both about funds and facilities.
6. The orientation of coaching carried out on teachers should be oriented towards the development of future needs.
7. Education programs should include mastery of information and communication technology programs to access and process the latest information for the benefit of education and learning.

Referring to the exposure expressed in advance, the development program that supports the improvement of quality and professional teachers is time to get more serious attention from all competent parties. The desire for qualified and professional teachers by the community is not excessive, but it is natural. In line with that, innovation in the teacher professional education model, both pre-task and in-task, becomes an important thing to do. Therefore, research related to efforts to strengthen the professional performance of teachers becomes a necessity if it cannot be said as a necessity. Development efforts should be based entirely on the needs of teachers in carrying out their professional duties so that they are not based on forecasts packaged in a policy.

In this case, we must conduct evaluation research on teacher performance. For that purpose, it is necessary to use various instruments to obtain comprehensive results on teacher abilities (Goe et al., 2008; Peterson, 1987; Rockoff and Speroni, 2011, in the OECD, 2013: 39), although this cost a considerable fee because it had to involve a lot of resources and stakeholders.

The Bill and Melinda Gates Foundation in the United States has funded a three-year study, the Measures of Effective Teaching (MET) Project, to help "establish and test effective teaching measures to find out how evaluation methods are best used to inform teachers more about the skills that make the most effective" The foundation has released its third and final report of the MET study in early 2013. The study developed and tested various teaching sizes to determine how such measures could be used to predict student performance. More than 3,000 teachers in six U.S. states voluntarily recorded their lessons. Teacher effectiveness is assessed using three types of measures: classroom observation, a student opinion survey, and student achievement progress.

Thus, in this case, the needs of pedagogical and non-pedagogical must be known first before a program is carried out. The Center for Education Innovations (CEI) presents several considerations in the teacher professional development program, namely: *Professional development programs should take into account existing teacher experience, knowledge, and professional interests while providing opportunities to apply new concepts into the classroom. ... participation explores how professional development can be achieved through online learning, direct collaboration, or mixed learning approaches*

However, this does not mean that the teacher is just waiting or being passive. On the contrary, teachers must actively strive to develop their professionalism in carrying out their professional duties by constantly self-evaluating the learning process they carry out even if possible to innovate in learning proposes. Therefore, self-development efforts by teachers personally as well as efforts that should be continuous and sustainable.

Self-development efforts are meant as stated by Cranton (1996 in Steward, 2009: 234) that "Professional development is a process of critical self-reflection and self-directed learning, potentially leading to the revision of one's assumptions about teaching or a greater perspective on education"

So, consciously, we must be honest that there are still many latent problems that are not raised by many parties except complaints and disappointments against the external education, although we together also know that expressing complaints, blasphemy, disappointment will not mean much without being followed by real actions to overcome the problems faced. Therefore, it should also be if the desire is accompanied by concrete actions in the form of support for the improvement of teacher skills and the implementation of education in schools by all stakeholders. For example, in Norway, which evaluates teacher performance through feedback from students working together between the Union of Education Norway (the largest union of teachers and school leaders in the country) and the Norwegian Student Organization in initiating nationally to development teacher assessment principles and guidelines by students (OECD, 2013:41)

In China, teachers are judged on four aspects of their performance: integrity or professional value; abilities, including skills and competencies (virtues); perseverance; achievements and their students. The emphasis in this evaluation tends to be on the professional integrity of the teacher and the student's learning outcomes.

Teachers are evaluated by an elected task force that includes union representatives, party leaders, teachers, and other elected officials. The task force looks at teacher self-assessment and peer and parent reviews to assess a teacher's integrity and ability. For perseverance, teacher attendance records are reviewed. To assess teacher achievement, student outcomes are reviewed, and any awards or certificates the teacher has received, all papers he or she has published, and teacher participation in research projects are considered.

Assessment results inform a range of decisions about a teacher's future career, including salary and professional degrees, and are added to the teacher's portfolio as evidence of teaching experience. The Director of Teaching may also use this information to reduce a teacher's workload if he or she is identified as underperforming or even to move the teacher to another post.

On the other hand, teachers must also understand that students have different learning styles. Various research results have shown that the importance of adjusting the learning style of learners and this is also the task of the teachers. This means that teachers and schools must make innovations in the implementation of education. It is worth realizing that the success of a learner is not solely born from teachers who are categorized as "smart" but from the process of how a teacher can teach his students. The progress and progress of the student are basically very determined by the student himself.

V. RECOMMENDATIONS (STRENGTHENING TEACHER PROFESSIONALISM)

Planning professional development to meet the needs of teachers in the face of the challenges of developing science and technology advances and improving student achievement is a complex task. Therefore, the development of teacher professionalism must be a serious effort to be made, both by private teachers and those responsible in the field of education. It's time to abandon the traditional coaching-routine that produces an instantaneous attitude to teachers. Today, all that is needed is new thinking and breakthroughs that are expected to provide more effective products in the world of education and learning. So, it is not just training that then provides a certificate as a professional teacher without being followed by the competencies inherent in it. It would be sadder if it was only oriented towards obtaining certification allowances. It's something that all of us would never expect if this was the goal. The latest information states many teachers have been declared graduated and certified professionals who show no meaningful change. The Teacher Enhancement Education and Training (PLPG) program in Indonesia, which has been carried out on teachers at considerable cost in recent years, has shown no significant results for improving the quality of learning in schools.

Teacher development and development should not stop just obtaining a professional certificate, but must be continued with efforts to foster and sustainable development. The challenges of the development of science and technology will never stop. The inventions and development of technology products continue without being able to be stopped by anyone. Therefore, improving the quality and development of teacher professionalism is an inevitable necessity so that the ability and quality of teachers following the developments that occur, both through pieces of training and education in the position.

It must be acknowledged that in fact, the Government has done many ways to create professional teachers. Among others, it requires teachers to be at least qualified for undergraduate education (S1). It also requires teachers to attend and conduct various seminars, workshops, conduct class action research, and write in journals associated with promotion requirements. Especially concerning research and writing, it is unfortunate that this has not received serious attention from many teachers for various reasons. One of the reasons raised in the demand for the number of teaching hours required to obtain certification allowances has taken their time to work on others. However, there are also many "who feel" that they do not have the ability to do research and write in journals that have qualified "professional teachers". On the other hand, there is a condition of confusion of teachers to obtain the legality of the resulting work, both in the form of scientific research and writing. This obscurity plays a role in burying the teacher's motivation to be creative in carrying out his functional tasks when this should not be the case. However, it must be recognized that self-coaching and self-development have not been done by teachers. The tradition of "instant" is still more coloring the teacher's daily life in carrying out his duties. Teaching routines take precedence over the development of professionalism.

These things are a real picture of the current state of our education. Of course, we must not stand by accepting this fact. The needs and challenges of our students in the future should be the basis of our orientation in developing various programs to improve and improve the quality of education. Teachers, of course, feed one of the subjects that need attention, especially to competence, and commit to carrying out the task of educating and teaching. Equitable placement of teachers is also a part that should be of concern. Lameness of terms of the number and needs of teachers in schools can be a trigger for the inequality of external quality produced. Un results that are said to be used for mapping the quality of education should not stop by only looking at the results of education in schools, but should also concern mapping the needs of teachers, especially in remote and isolated areas. The right man in the right place should be the main consideration rather than nepotism and primordial narrow in the menem-patkan teachers.

The future is not ours, but it is the time of our children and grandchildren. Daed Yoesoef once stated, "This country is not the legacy of our ancestors, but is the deposition of our children and grandchildren to us". Therefore, education and coaching must be directed to the future. We must make the future the present. Hopefully.

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