
The Role of the Professional Teacher as The Agent of Change for Students

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ABSTRACT

Teachers are one of the main factors for success in education. The teacher is an agent of change to students. The purpose of this study is to use a literature review approach to gain insight into the systematic mapping review for the article under consideration. A literature review, one of the main reasons for the importance of a professional teacher who becomes an agent of change for his students. Methods in this study using the literature review method by searching various sources from Google Scholar, Scopus, WOS and also Eric. The results of this study are that being a professional teacher is required. The teacher's professional attitude is manifested in the form of being able to control oneself, which is expressed through a spiritual mental attitude, so that he always acts based on moral values, principles of life, and behaves religiously in accordance with his religion and belief in carrying out his duties.

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1. INTRODUCTION

The world of education faces many problems because of the rapid changes in the world around us. Education professionals, especially teachers, must face the change process wisely and strategically (Pohan, 2018). Educators have a strategic role in directing students to play an important role in educating young people to face today's and future problems (Darmadi, 2015). The responsibility for the quality of education rests with the teacher. The function of a manager who plans to learn, implements it in the classroom, monitors student competence, and produces certified graduates is an inherent element of a teacher's work that cannot be separated (Hafriani, 2019; Nugroho & Marzuki, 2019). The importance of teachers as the main pillar of improving the overall quality of education cannot be overstated to adopt a future educational paradigm (Harding, Kadiyono, & Talitha, 2020; Hasibuan, 2014; Saweduling, 2013). When a teacher carries out learning activities, the teacher will play three

functions, namely the instructional function, the educational function, and the managerial function. The instructional function is related to the teacher's role as a teacher, namely the person who provides instructions in the form of knowledge to his students. The educational function is related to the teacher's role as an educator, namely educating students to have a strong character. And the managerial function is related to the teacher's role as class manager, which is to regulate the needs of class administration to support the implementation of learning.

The teaching profession is not arbitrary; rather, it is significant and affects the country's fate. As a result, the instructor must be a person with a strong sense of self, who sets good examples and plans of time, and who studies seriously and thoroughly (Darling-Hammond, Hyler, & Gardner, 2017; Vijay Kumar, 2013; Wijaya, 2018). Students must also adopt a new perspective, namely that school is not a must, but an obligation; those students are not passive participants, but active participants; those students are powerless but have the power to achieve what they want. Article 40 paragraph 2 of Law Number 20 of 2003 concerning the National Education System expressly states that educators and education personnel are obliged to: (1) create an educational environment that is meaningful, fun, creative, dynamic, and dialogical; (2) have a professional commitment to improving the quality of education; and (3) setting an example and maintaining the good name of the institution, profession, and position following the mandate given to him. Therefore, teachers no longer only serve the interests of the authorities as "state apparatus", but as "servants of humanity", devoting their lives to "humanize" the nation's generation in a "whole" and "complete" (intellectual intelligent, emotional intelligent) way. according to the demands of the times, and spiritually) in a way that follows the demands of the times (UU Sisdiknas, 2003).

To become an effective "agent of change", the teacher must develop into a professional figure who constantly accepts and is critical of the various progress and dynamics of civilization that continues to take place in the surrounding environment (Adrian & Agustina, 2019; Marjuni, 2020; Murtopo, 2017; Saragih, 2008; Sitasari, 2019; Taruna, 2015). Teachers in collaboration with other education stakeholders must continue to strive to make schools a "magnet" that can attract the attention of the nation's children and encourage them to connect, discuss, and exchange ideas in an interesting and fun learning environment (Piña & Harris, 2019). There is a school society process, where schools are starting to be shunned by the community due to the inability of school managers to create "cheap and lively" learning institutions during the spread of hedonistic, consumptive, materialistic, and capitalistic lifestyles (Morrish, 2019; Muhdi, Nurkolis, & Yuliejantiningasih, 2020).

In the same way, parents must adopt a new point of view. Thus, the responsibility of parents is not completed by sending money to schools; those who are bound by school agreements and obligations are not only their children, but also themselves; parents must fully trust the school and cooperate with the school; no cheap schools; expensive school; and, although the figures are significant, they don't tell the whole story. As a result, parents will comply with school regulations and assist in the implementation of school activities. A second approach to improving quality is to focus more on the school's mission. SBM and KTSP policies as separate entities, and because of SBM and KTSP policies, as a result, all interventions in a series of quality improvement initiatives must always go through the school system. The school itself must be aware of its shortcomings to cope with this situation. Schools that already have freedom and independence become the foundation for developing creative, inventive, and risk-taking personalities in their students. Teachers should not be complacent in their role as agents of change and should continuously improve their skills. Can do this by obtaining other educational credentials, participating in individual training, seminars, and workshops. The importance of the teacher's position as an agent of change

In our country, all instructors must recognize it, and we as educators must be aware of this fact. Whether they like it or not, teachers must continue to learn and practice to match the expectations of the times. The use of various professional organizations such as MGMP, KKG, or other teacher professional organizations. Because learning from other teachers is very important to improve teacher competence, it is intended to be a forum for teachers to exchange experiences and expertise. The initiatives mentioned above are all geared towards bringing about meaningful educational change. However, little attention is paid to teachers as agents of educational change and the role of teacher beliefs in influencing educational change.

Several studies on the same topic have been conducted, such as the research (Doyle-Jones, 2020) with the title *Teacher's Perspective in Building Space for Students to Become Agents of Change*. The result of this research is that teachers can build opportunities for multimodal teaching and learning and develop culturally responsive teaching practices. Another study was conducted with the title *Teaching as Social Influence: Empowering Teachers to Become Agents of Social Change*. The result of this research is that such an approach can help design teacher training and reform schools to maximize the learning potential of all students and empower teachers to become active agents of deep individual and social change. As well as research conducted by (Von Esch, 2018) with the title *Teacher leaders as agents of change: Creating contexts for instructional improvement for English learners' students*. The results of this study are that this study contributes to our understanding of employing teacher leadership to support equitable learning opportunities for EL students, identifies instructional and teacher leadership practices that support EL student learning and teaching, and highlights the epistemic and political nature of teacher-focused leadership. On EL to realize transform learning. Research conducted by (Hassan & Balfaqeeh, 2015) with the title *Agent of Change: Empowering Teachers and Students through Reflection*. This study's results are to systematically intensify the teacher's role in teaching Higher Order Thinking Skills, which allows students to understand its essence and take an active role in redesigning its teaching. As well as research conducted by (Goode et al., 2017) entitled *teacher as change agent: Considering instructional practice to prevent student failure*. The results show that student engagement differs by setting but with most of the instructional time spent reading content. And students work with the teacher in small groups. observed teachers to give more individual opportunities to respond and gave positive and negative feedback at a ratio of 8:1. With various studies that have been carried out, this research asks to discuss how a teacher brings changes in education and the role of teachers as professional educators.

2. METHODS

This study uses a literature review approach to gain insight into the systematic mapping review for the article under consideration. A literature review, according to Race (2008), should include new ideas, points of view, or interpretations that contribute to the wealth of current literature. One of the main reasons for the importance of a professional teacher who is an agent of change to his students.

First, the researcher concentrated on 20 publications because the scope of the research was limited to the teacher's ability to provide classroom learning. The large number of papers provided allows for a complete overview of a wide range of topics. Second, to better understand how each article expresses the essential issues of teaching innovation for teachers, a series of activities are carried out, such as reading the articles one by one or step by step to discover and explore their increasing significance for the research subject. (a preliminary review). It also tries to organize and categorize the quantity and quality of such papers so that important research and focal points can be found quickly after a comprehensive search for keywords such as professional teacher, teaching, innovation. The

review papers are collected from several back issues of journals and the Google Scholar database, Scopus Database, Wos Database, and are all about professional teachers. A data matrix was used to assess the collected review papers, which consisted of study-specific information, critical components of instructional innovation, and study methodology (in-depth analysis to answer research questions).

3. FINDINGS AND DISCUSSION

Tasks for Teachers on the curriculum 2013 published by the Ministry of National Education, asserts that the main responsibilities include: A teacher is a career or occupation that requires the development of certain abilities. This type of task cannot be completed by anyone who is not involved in the educational profession. Teachers have a variety of responsibilities, including educating, teaching, and training students. Education is the process of maintaining and developing the values of one's life and personality. Teaching means that science and technology continue and develop. Training, on the other hand, is the process of building abilities in students. Teachers must be able to function as second parents for their students while at school. He must be able to get the sympathy of his students to become an idol in their eyes. Whatever lesson is taught, it must be a motivator for students to continue their education. If the physical appearance is not attractive, the first failure is that he will not be able to plant the seeds of his teaching in the minds of his students. Students will hesitate to interact with uninteresting teachers. When dealing with teachers, lessons cannot be absorbed so that each layer (homoludens, homopuber, and hompsapiens) can understand what is being said.

Most people believe that teachers are highly respected people in their community because they believe that they are expected to acquire information and technology skills through a teacher. This shows that educators are responsible for educating the nation's life towards the development of Indonesian people based on Pancasila and the 1945 Constitution. The community also believes that there are four pillars of nationality: Pancasila, the 1945 Constitution, Bhinneka Tunggal Ika, and the Unitary State of the Republic of Indonesia., can be maintained and protected through the efforts of teachers and other community members.

The principle of independence will produce more people ready to grow in Indonesia, the higher the level of competence of teachers in the country will increase. So, the portrait and face of a nation (the Indonesian nation) a hundred years from now can be seen reflected in the portraits and faces of today's teachers. As Ki Hajar Dewantara said, "*Ing ngarso sung tulodho, Ing Madya mangun karso, tut wuri handayani*" (In the back gives encouragement, in the middle gives encouragement, in front gives an example) is in the middle giving an example, in front gives an example"

The teacher's responsibilities do not end with the four walls of the school; they also function as a liaison between the school and the surrounding community. Several authors, including Djamarah (2000) and Purwanto (2009), State that teachers are responsible for: (1) passing on culture to students in the form of skills and experiences; (2) developing a harmonious personality by the ideals and basis of the Indonesian nation-state, Pancasila; (3) prepare students to become good citizens by the Education Law, namely MPR Decree Number II of 1983; and (4) as learning media for students.

The teacher plays the role of intermediary or intermediary during the learning process. Students must strive to achieve understanding or insight to see changes in their knowledge, behaviour, and attitudes. Teachers as mentors to help students become adults; educators are not omnipotent and cannot shape children according to their wishes; and (2) teachers as liaisons between students who will later live and work in the community and devote themselves to the State and nation; As a result,

students must be trained and accustomed under the supervision of teachers in schools. Teacher discipline enforcers are role models in all disciplines, including those that apply in schools and those in the school community; (2) Teachers act as administrators and managers.

Teachers must be able to perform school administrative tasks such as ordering and distributing materials to students and giving instructions. Professional work is defined as follows: (1) For example, those who are forced to become teachers because they cannot do their previous job well should understand that their job is a professional calling and not a forced career. Teachers can avoid the image that seems to suffocate the teaching profession, which asserts, "Teachers are missing, teachers are compensated, and teachers are right" by working as a vocational professional (LIPI, 2013). (1) Teachers in the Role of Curriculum Planner Teachers interact with children every day, and it is the teacher who best knows the needs of students and the surrounding community; consequently, in developing curricula, should not ignore the needs of schools and surrounding communities should not ignore the needs of schools and surrounding communities; (2) Teachers as leaders (supervising workers). Teachers have the opportunity and obligation to guide students toward problem-solving, making major and representational decisions, and acting fairly and wisely in various settings. Teachers act as sponsors of student extracurricular activities. As a result, teachers must actively participate in all student activities, such as extracurricular activities, the formation of study groups, and other beneficial activities to the school and the local community.

Teachers play a variety of functions within the framework of their professional responsibilities. The following are some brief descriptions of teacher involvement in learning and learning activities. In the context of being the organizer, the teacher's responsibilities include overseeing academic activities, establishing school regulations, making academic calendars, and other similar tasks. Everything is planned and arranged to maximize the effectiveness and efficiency of teaching and learning. Teachers who work as demonstrators, lecturers, or teachers should always be familiar with the materials and teaching materials they use and always develop and improve their abilities.

Must emphasize the position of the teacher as a supervisor more because the purpose of the teacher's presence in schools is to guide students to become moral adults who are capable and skilled, virtuous, and have noble character. Students will have problems coping with their development if they do not get help from adults. The inability of students to perform their tasks leads to increased dependence on teacher support. Students, on the other hand, become less dependent on their teachers as they grow older. However, teachers must provide direction when children are unable to function independently.

This should be achieved through classroom management as a learning environment, where the instructor takes the position of class manager (also known as learning manager). The learning environment is regulated and supervised so that learning activities are directed at the educational goals that have been set. In managing the classroom as a learning environment, the extent to which the environment can contribute to creating a learning climate is also determined as part of a healthy learning environment. When students are challenged and encouraged to learn, they have a sense of security and satisfaction in achieving their goals. Student learning in the classroom is highly dependent on various elements, including factors related to the teacher, personal interactions between students in the classroom, and the environment in which they learn.

As a facilitator, the teacher must be able to provide a conducive learning environment for student success. Students become tired and lazy to study because of the unpleasant learning environment, the stifling classroom atmosphere, messy desks and chairs, and the lack of available learning facilities. Therefore, it is the responsibility of the teacher as a facilitator to provide facilities and foster an Active, Creative, Effective, and Fun learning environment (PAKEM) for students.

About the role of the teacher as a mediator, the teacher must have the right knowledge and awareness about educational media because educational media is a communication instrument that can use to increase the effectiveness of the teaching and learning process. Learning media is a very

important instrument for schools and is a vital part of the education and teaching process in these institutions. Most teachers do not have adequate knowledge of educational and learning media, but they must also have the necessary skills to select and pursue high-quality learning media.

The ability to generate inspiration for student learning progress requires teachers to carry out their duties as inspirational providers. The problem that students often face is learning difficulties. It is hoped that the professors can provide suggestions on how to study well as inspiration. In his role as an inspiration, the teacher must be able to provide excellent inspiration for the progress of student learning. When it comes to instructional instruction, they do not always have to be based on various learning theories. Can use even personal experience to guide how to study effectively. What is important is not the theory but how to minimize, if not eliminate, the difficulties students face.

Teachers who fulfil the position of teacher informants must be able to provide knowledge about advances in science and technology and a lot of subject matter for each subject that has been coded into the curriculum. Teachers must provide accurate and effective information. Students are poisoned by inaccurate knowledge. Knowledge of the problem, supported by mastery of the content given to students, is very important to be a good and effective informant in the classroom. Good informants are teachers who are sensitive to students' needs and committed to their education.

Teachers should motivate students by encouraging them to be enthusiastic and active participants in their learning. Teachers can analyze why children are not motivated to learn and do poorly in school to motivate the students concerned. The teacher's job is as a motivator who can encourage students to be more enthusiastic and ready to learn. The position of a motivator in educational interactions is very important because it combines the essence of educational work that requires the development of social skills, especially in personalization and self-socialization.

The teacher's position as a corrector requires distinguishing between good and bad grades, which are represented by positive and negative values, respectively. People's lives must be guided by an understanding of these two opposing principles. These two principles may already be ingrained in children's minds and may also impact them before they enter school. Students' lives will be coloured by their various socio-cultural backgrounds, which will vary depending on where they live in the world and what they study.

The function of the teacher as an initiator, meaning that the teacher must be able to become the creator of ideas for the advancement of education and teaching, is important to realize. In line with the advancement of science and technology in education, we must improve the current educational interaction process. Increased teacher competence is needed and the ability to use educational and teaching media that are always up to date with advances in communication and information technology.

The teacher's role as an evaluator, meaning that a teacher is required to be a good and honest judge, by providing an assessment that touches both extrinsic and intrinsic aspects, with the intrinsic aspect being more directed at the student's personality aspect, namely the value aspect, is discussed in detail below. Teachers must be able to make assessments in a broad dimension based on this information. When administering or administering a test assessing the student's personality should take precedence over checking the student's answers.

Teachers must shape, develop, and critically evaluate the learning process in their role as supervisors. Mastery of appropriate supervision techniques is needed to make significant modifications to the learning environment for the better.

At the most basic level, a teacher is a person who guides students through the learning process from beginning to end (culmination). Students will pass the culminating stage with design, which is a stage that allows each student to realize how far they have learned. It is possible to combine the culminating roles with those of the evaluators in this situation.

As said earlier, the teacher's responsibilities do not end with those listed above; there are still many other responsibilities that the teacher must fulfil. Roestiyah (2005) explains that the teacher's role in education includes the following responsibilities: (1) transferring culture to students in the form of skills and experience; (2) developing a pleasant personality in students by the ideals and the basic State of Pancasila; (3) prepare students to become good citizens by the Education Law, namely MPR Decree Number II of 1983; and (4) acting as a facilitator in the learning process. It is the responsibility of the students to try to understand or gain insight during the learning process in which the instructor functions as an intermediary or media so that changes in knowledge, behaviour, and attitudes occur. (5) The teacher's role is to guide students through the maturation process; however, the teacher is not omnipotent and cannot mild children according to his will. Students are expected to develop their knowledge by CBSA principles, namely as follows: (1) The teacher functions as a point of contact. It is necessary to train and familiarize children to school under the supervision of teachers for several reasons: (1) As discipline enforcers, teachers are role models in all respects; discipline can only be effective if applied by the teacher himself; and (2) As an example in all things, the teacher sets an example in all things. (2) Teachers act as administrators and supervisors. In addition to the ability to educate, a teacher must handle school administrative matters by his professional field and coordinate all his work democratically to produce a work environment imbued with a strong sense of togetherness: (1) The teacher's job is professional. Most people who become teachers do so because they have no choice; As a result, teachers must be aware of the responsibilities that come with their work as professionals that they must assume: (1) Teachers in the role of curriculum planners. Teachers interact with children daily, and teachers are best positioned to understand the needs of students and the surrounding community. Consequently, when developing curricula, sh should not ignore this need. (2) The instructor acts as a leader (supervising worker). Teachers have the opportunity and obligation to help students through various circumstances, including problem-solving, decision making, and dealing with student concerns. Teachers act as sponsors of student extracurricular activities. Teachers must be actively involved in all student activities, including extracurricular activities such as organizing study groups and other activities.

3.1. Teacher Competency

Pedagogical Competencies, Personal Competencies, Social Competencies, and Professional Competencies achieved through Professional Education are all regulated in Article 10 paragraph (1) of Law Number 14 of 2005 concerning Teachers and Lecturers. Pedagogic Competence is defined as the ability to understand students, create, and implement learning, evaluate learning outcomes, and develop students to realize their various potentials in various situations. There are three sub-competencies in Pedagogic Competence: (1) understanding students in-depth (which involves using the principles of cognitive development and principles of personality to understand students); (2) designing learning for learning purposes (including understanding the basics of education, applying learning and learning theories, determining the initial provisions for teaching and learning); and (3) in-depth student assessment (involving the use of cognitive-developmental principles and personality principles to assess students' initial teaching requirements). II (1) Putting learning into action involves creating a learning environment and engaging in learning activities that support success. Create and implement a learning evaluation system, which includes developing and applying a continuous learning process and outcome evaluation system with various methods, analysis of learning processes and outcomes to determine the level of learning mastery, and utilization of learning outcomes. Assessment of learning to improve the quality of the education program as a whole; (2) assisting students in realizing their potential; (3) assisting students in realizing their potential; and (4) assisting students in realizing their potential.

A tenacious, stable, mature, intelligent, and authoritative personality and being able to be a role model for students and having noble character are examples of personality competencies. The following sub-competencies are included in personality competencies: (1) a strong and steady personality, which includes acting according to social norms, being proud to be a teacher, and consistently acting according to norms; (2) a mature personality, which includes showing independence in acting as an educator and having a work ethic as a teacher; (3) wise personality, which includes displaying actions based on the benefit of students, schools, and communities, as well as showing openness in thinking and acting; (4) wise personality.

Professional Competence is mastery of learning materials thoroughly and in-depth, which includes mastery of school subject curriculum materials and mastery of scientific substance that overshadows the material, as well as mastery of organizational structures and scientific methodologies:) Mastering materials, structures, concepts, and scientific mindsets that support learning ; (2) Mastering competency standards and basic competencies of subjects/fields of development capable; (3) Developing teaching materials that can be creative; (4) Continuously develop professionalism by taking reflective actions; (5) Using information and communication technology to communicate and develop themselves; and (6)

Social Competence refers to a teacher's capacity to communicate and engage effectively with students, education personnel, parents/guardians of students, and public members. (3) Adapt to the place of service throughout the Unitary State of the Republic of Indonesia, which has a diverse socio-cultural population; (4) Able to communicate orally and in writing. (1) Be inclusive, act objectively, and do not discriminate based on gender, religion, race, physical condition, family background, or social status; (2) Communicate effectively, empathically, and politely with fellow educators, education staff, parents, and the community; (3)

3.2. Responsibility Of A Teacher

According to the National Education Association, teachers and other education professionals have a responsibility to teach and promote education in the schools where they work and invite members of the local community to participate in the advancement of education in their area.

It is hoped that professional teachers will be represented in the implementation of the assigned tasks and are characterized by skills in both material and methodology. Their accountability shows the accountability of professional teachers in providing all the services they provide. Professional teachers must carry out their responsibilities as educators to children, parents, society, nation, state, and religion with the highest professionalism. The following are the obligations of a teacher (professional):

Intellectual responsibility is manifested in the mastery of learning materials at a broad and deep level, which includes mastery of curriculum subject matter in schools and scientific substance that overshadows curriculum subject matter and mastery of structure and science. Learning material methodology.

Understanding students, designing and implementing lessons, evaluating learning outcomes, and developing students to realize their full potential are all obligations that teachers have as part of their professional and educational responsibilities.

The ability of teachers to communicate and interact effectively with students, fellow educators, education staff, parents/guardians of students, and members of the surrounding community demonstrate their social responsibility.

Responsibility for one's spiritual and moral welfare: This is shown in the teacher's appearance as a religious person whose actions are always directed by religious teachings and beliefs and who do not deviate from religious and moral norms.

Teachers can realize personal responsibility through their ability to understand themselves, manage themselves, regulate themselves, respect themselves, and develop themselves in the form of spiritual morality.

3.2. Make A Career As A Professional Educator.

To be recognized as a Professional Teacher, a teacher must demonstrate the ability to carry out his main responsibilities as educators and teachers, as stated in Pancasila, the Preamble to the 1945 Constitution, UUSPN Number 20 of 2003, and UUGD Number 14 of 2005: Teachers are professional educators whose duties principally includes educating, teaching, guiding, directing, training, assessing, and evaluating students since early childhood education through formal, primary, and secondary education.

Teachers who want to be considered professional must have strong and mature personality competencies, intelligent, wise, noble character, and authoritative in their personality abilities. A teacher must also have professional Competence, namely the ability to master various learning resources that are broad and deep. One aspect of mastery of the material is understanding the concepts and structure of teaching materials, including how these materials are integrated into the curriculum and the relationship between concepts related to different courses.

Teacher professionalism refers to the ability of a teacher to perform at a high level of professionalism. In particular, the ability of a teacher to master the subject matter broadly and deeply, as well as mastery of other academic abilities that support teacher professionalism, is referred to as professional Competence in this context. The academic quality includes the ability to master science, level of education, and forms of education by the field of study.

4. CONCLUSION

As teachers as agents of change, students are required to have professionalism in their work. With professional teachers are expected to make students become students who are full of responsibility and professional. Teachers teach in the classroom and have the main task as educators who can change students to become more skilled. Based on the description above, the main tasks of teachers are divided into three parts, namely as professionals, serving humanity, and serving the community. A teacher also plays a role in various things besides teaching, and a teacher is a person who is a role model for his students. And responsible both professionally and morally spiritually. The teacher as someone who becomes a model that will be imitated by his students must always set the best example and work professionally. In this study, it is hoped that this can be used as a reference and can provide examples in the future. Researchers in this case know that there are still many shortcomings that must be explored to be more perfect in further research.

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