

The Character Profile of a Learner Teacher

An Integrative Review and Conceptual Framework

Dharma Kesuma, Babang Robandi, Teguh Ibrahim and Arie Rakhmat Riyadi
Faculty of Education, Universitas Pendidikan Indonesia, Bandung, Indonesia
dharma@upi.edu

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Abstract: This paper aims to analyze and explicitly explain the concept of “learner teacher character” which supported by several recent studies and research. The research method used is the concept analyzation with generic analyzation design (McMillan and Schumacher, 2011) or the integrative review (Whittemore and Knaf, 2005). The results of this research concluded that the profile of learner teacher character possess some indicators, first, epistemic curiosity; second, the desire to enhance life qualities or utopic awareness; third, learning ability in which contains critical awareness and metacognitive ability; fourth; independency or the autonomy of learning in which shown with contribution towards other. This research possess some significance for the development of learner character education in which it is the flagship program of PGSD UPI. Moreover, this research will provide theoretical contribution of the learner teacher character profile explicitly so that it may inflict for the enhancement of the program quality of learner competence enhancement for teachers in Indonesia.

1 INTRODUCTION

Entering 2017, Indonesian teachers' profile does not fully reflect the true learner. Empirical fact of the past three year is quiet frightening, for example is the acquisition of *UKG* or *TCT* (Teacher Competency Test) which showed the national average score that only hit 56.69. Several studies reported that the Indonesian teacher performance has not yet reached optimal point. A research conducted by Kesuma et al (2009) about Bandung elementary school teacher profile concluded that elementary school teachers at partner school are lack pedagogic and professional competency, having lack of *PTK* or *CAR* (Classroom Action Research) and teaching materials making skills is an essential finding in this research. Furthermore, Ilfiandra (2012) conducted a research on *teacher burnout* in Bandung. Freudenberger (in Ilfiandra, 2012) define the term *teacher burnout* educator's inability to work effectively as a result of stress and excess work. Ilfiandra's research concluded that Bandung teacher in the age span of 30 – 50 have high level of burnout, the causes are the high teaching stress, semi-retirement age, overbooked class, high administrative stress, and the lack of teacher's will to improve teaching activity

through *CAR*. Those two researches on teachers' profile represent a frightening condition. It seems there is no data for the analytic-empirical cause. However, the authors hypothesize that one of the causes is the unoptimal teacher professionalism enhancement program organized by the Indonesian government.

Research reports that teacher professionalism development approaches in many countries usually focus only on transmitting pre-determined knowledge in a one-time session reflecting local policy initiatives and changing priorities (Day and Sachs, 2004; Schwille, Demb, Schubert, 2007;). The isolated nature of this model encourages teachers to passively receive information from educational experts and then adopt a new approach without question (Darling-Hammond and McLaughlin, 1999). In addition, the sponsored Workshops consisted of reading through policy documents, standard assessments, and asking teachers to evaluate students' written exams rather than effective pedagogical applications (Ono and Ferreira, 2010). This approach does not provide an evaluation of teacher's learning and its impact on students and their classes (Hendricks, 2013; Mendelowitz and Davis, 2011). The research literature concludes (egg Ball and Cohen, 1999;

Desimone, Smith, and Frisvold, 2007; Opfer and Pedder, 2011) that currently the professional development of teachers is short, fragmented, and isolated from real-world situations. And it has not had an effect on teachers' willingness to change their learning in the classroom.

Responding to the problem, the Indonesian Ministry of Culture and Education has organized learner teacher competency enhancement program. This program is a strategic step to enhance teachers' pedagogic and professional competence. Starting from the speech of the Minister of Education and Culture in a speech at the Commemoration of 2015's *Hari Guru Nasional* (HGN) or National Teacher's Day; he invited all teachers to become learner teacher, a teacher which is always present as an educator and leader for learners, teacher who attend to sent a message of hope, teacher which are an example of resilience, optimism and cheerfulness. Teacher is a learner who continually learns to improve their quality. (Kemendikbud, 2016) Learner Teacher Competency Enhancement Program is a process of teaching and learning activities in order to improve the capability and competence of teachers in implementing the tasks of their profession. The enhancement includes several activities aimed at the improvement and the growth of capabilities (abilities), attitude (attitude), and skills. This activity is expected to produce a change in teachers' behavior which significantly changes the behavior impact on improving the performance of teachers at teaching and learning in the classroom. (Kemendikbud, 2016).

In relation to the learner teacher competence program, International research reports that teacher professionalism development is about teachers who learn how to learn and transform their knowledge into practices that enhance student learning activities (Avalos, 2011). A review of 97 studies from the U.S., Canada, England, the Netherlands, New Zealand, and Israel, Timperley, Wilson, Barrar and Fung (2007) concluded that a variety of conditions are needed to advance teachers' learning. These conditions include: a) time extension for teachers to develop, absorb, discuss, and practice new knowledge; b) a safe space to explore new materials and challenge previous beliefs and practices; and c) Collaborate in the pedagogic field that requires teachers to learn in ways that reflect how to teach their students. Furthermore, Ball (2009) designed a model of generative change as a framework for the development of teacher professionalism as a learner that aims to study how teachers become reflective, wise, critical, and generative thinkers. There are four stages in the generative learning process (Ball, 2009). In the first

phase, teachers develop their metacognitive awareness in which increases with their writing of personal and professional experiences. In the second phase, as teachers engage in mature discussion of important issues related to language and literacy, they look within themselves and their students' needs to define their role within the teaching / learning community. In the third phase, teachers are engaged in action research and / or otherwise-problem-solving questions and begin to internalize and develop generative thinking skills. Finally, in the fourth stage, teachers combine theories, best practices, and the needs of their students to facilitate their own theories. In his model, Ball identifies the importance of narrative writing (Bruner 1994) and the four theories that make up teacher generative change: metacognitive awareness (Bransford, Brown and Cocking, 2000), ideological being (Bakhtin, 1981), internalization (Vygotsky, 1978); Self-efficacy (Bandura, 1997). The generative learning model for the development of teacher professionalism is also being developed by Assaf, Ralfe, and Steinbach (2016) through reflective journal-based learning which implicates on the improvement of writing process in several South African schools.

Referring to previous research, the authors found a void in the conceptual framework regarding the character profiles of learner teachers, this is the issue that will be discussed in this paper, this void the foundation of thinking for the learning teachers' competence program considered as weak. Therefore, this papers attempts to complement the study on learner teacher enhancement program by displaying a concept analysis of learner teacher's character in the context of teachers' professionalism development in Indonesia. The concept of the character is referring to performance character and moral character concept suggested by Davidson, Khmelkov, and Lickona, (2010). The character of the learner teacher in this paper possess a number of indicators that will be explicitly stated by the author. The characters that suggested by the author are 1) having epistemic curiosity, 2) having emancipative will or utopic awareness, 3) having learning skills (critical awareness or metacognitive skills), and 4) having learning independency or autonomy. The authors hope this paper can be an alternative reference for improving the quality of learner teacher programs and can construct a further study on the learner character education at the college level.

2 THEORETICAL FRAMEWORK

2.1 What does ‘character’ means in the context of teacher of a learner?

First of all, the writer would like to explain the concept of character explicitly. Juke (2014) explained that “essence of a character is the quality of an individual which is shown in the form of behavior”. The qualities represent something valuable, valued positively, and normatively. That means a person with character would always consist in doing things morally and valuably in everyday life. Furthermore, Davidson et al (2008, 2010) differentiate two dimensions of characters: performance character and moral character. Performance character can be interpreted as ‘the power to strive for the best’, having strong orientation in achieving victory which includes the quality of determination or will, perseverance and self-discipline. Performance character is self-qualities related to achievement orientation towards task or work. Meanwhile moral character can be interpreted as “power to do good deeds “having relational orientation and manifested within integrity, good relation, concern, affection and justice; moral qualities which related to good social behavior. (Davidson, Khmelkov, and Lickona, 2008, 2010).

Referring to that opinion, the word “character” in this paper is more fixed onto ‘teacher’s performance character as a true learner’. However, performance character does not stand alone, because every teacher character improvement project is always involving moral character. According to Davidson et al (2010) “even though performance character and moral character conceptually seems different, but both of them complete each other and hold control in forming someone’s personality”. Moreover, in accordance to Lickona (1992) broadly speaking, a good character is formed by three dimensions of moral which are moral knowing, moral feeling, and moral action. Can be seen explicitly on figure I:

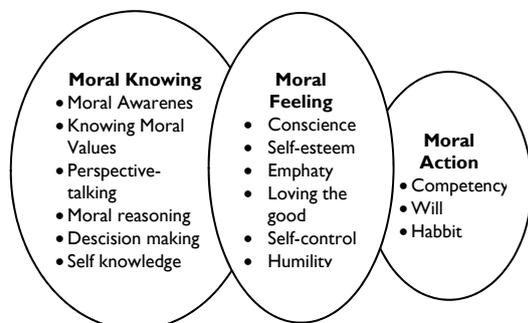


Figure 1: A Good Character’s Component

Based on those experts opinion, it can be concluded that character is quality of one’s personality which is manifested in good behavior consistently. Character is built by three moral components which are moral knowing, moral feeling, and moral action. Moral knowing can be interpreted as ate ability to understand and interpret a situation or phenomenon. Moral feeling can be interpreted as the ability to view moral phenomenon affectively, for instance an individual feels happy when he does a good deed and vice versahe feels sad for doing a bad deed. Meanwhile moral action can be interpreted as one’s act which is based by moral knowing and moral feeling; it also can be defined as normative act (doing what should be done), moral act fixed on competency, will, and habit. Those three components of moral character would also support the functionality of teacher’s performance characters a true learner. Because of that the concept of ‘character’ in this paper is constructed by theoretical study on the meaning of character in context of performance and moral.

2.2 How about learner teacher?

Nowadays, the profession of teacher is being stricken by self-identity crisis, so that teachers are too busy teaching that they are forget to learn and renew their understanding and knowledge. In Ball’s perspective (2003) the pressure of neo-liberalism on education world has scraped the identity of teacher’s professionalism; educational policy is more focused on market request, business management, and academics cognitive performance. Matching Ball’s opinion, in Indonesian context, Nafika and Al-Asyari (2013) clearly stated “All this time, education only focused on one centrum which is to fill new employment as the result of modernization and industrialization. Billions of this nation’s youth purely shaped in a single bowl to fill technical position in companies and factories”. Even the Indonesian teachers are trapped in curriculum materialism, where the quality of education only measured by numbers (Sumardianta, 2014). Teachers in Indonesia are more like education ‘worker’ and curriculum operator (Ibrahim, 2016). In this situation, teachers are truly oppressed by the Bureaucratization of education policy (Freire, 2005).

Reflecting on this phenomenon, it is not exaggerating if the writer concluded that teachers in Indonesia still having conventional teaching paradigm. Learning and teaching activity still defined as a mechanical activity which aims to consume a number of knowledge, memorize, and then tested

cognitively. This mechanical paradigm a potential threat to sink teachers' consciousness, thus making science and technology development is not something to be challenged to replicate or reproduce, but only a bunch of fact that is consumed.

Related to teaching and learning paradigm, the writer identified two learning concept which are: (1) the learning process to master existing science (2) the learning process to create new science.

Table 1: Learning Concept.

Learning Concept	
Learning as a Science Mastering	Learning as a Tool of Creation
Process	
(1) The process of memorizing words as it is, verbalism, rests on the ability of remembering (C1, Bloom). (2) The process of meaning memorization rests exclusively on the ability of understanding (C2, Bloom).	The process of great scientists creating new science, the process of research, the process of answering questions through data gathering critically, the process of critical problem solving.
Motivation	
Motivation is extrinsic, learning to pass the test, or, for the benefit of knowledge reproduction.	The motivation is intrinsic, learning in order to fulfill curiosity, desire to solve problems, the desire to emancipate life.
Utilization	
(1) Study for the sake of passing the test. (2) Studying build dependence towards books and scientists. (3) studying for the sake of preserving existing culture, existing social structure, including preserving the oppressing social structure because of the critical development failure	(1) Study for the sake of fulfilling curiosity (as stated by western psychologists); but it is better to study for the sake of life emancipation. (2) Studying is an act of getting freedom, building independencies, self-autonomy, including learning and thinking independency. (3) Studying for the sake of social transformation; studying potentially producing innovations.
Activists	
Knowledge production done by a number of elites in research center and university (research elitism); and common people from school level are consumer of knowledge.	Everyone has the same chance to find or create knowledge, or solving problem, does not have to be scientists (research democratization).

Adopted from Kesuma (2016).

Adopted from table 1, it can be concluded that all this time learning activity is focused on mastering existing science. The first learning concept is identical with memorization; which then tested on a test that is focused on verbal reproduction (through words) of science. Which is different with the second learning concept, creating new science, is a learning activity advised by Paulo Freire (in Kesuma and Ibrahim, 2016), Jarvis (1992), scientific approach, and metacognition approach (Marzano and Kendall, 2008). The creation of new science is not forever means as the words is, it could be re-creation or re-finding of a science, or other forms. Responding those two paradigm, a teacher that has true learner character would, of course, hold on to the second paradigm, where knowledge is not only being consumed, but more on to creation and re-creation, in where science is used as a whip to create innovation or a more advanced replication. One of the ways for teacher to re-create science and knowledge is through CAR, this process will help teacher to reflect learning activities he ran, identify current problem, proposing hypothesis, and answering the hypothesis through the improvement of learning activity process.

3 METHOD

This research method is a concept of analysis method along with generic analysis to identify the essential meaning of a concept. The analysis isolates elements which distinguish a concept from other words. The result of the generic analysis is the clarity of a concept. The indicator is the availability of definitions and arguments which support the meanings. (McMillan and Schumacher, 2001). Generic analysis design could be called as integrative review. The method is conducted in some steps starting from problem identification, literature searching, evaluation and data analysis, and the last is reporting (Whittemore and Knafl, 2005; Brady and Asselin 2016).

1. The problem is the need of conceptual framework relates to a profile of character learning teacher along with the indicators.
2. Literature review applies article references which are posted in a website that provides the variety of trusted international publications such as sciencedirect.com, SAGE publications, and ERIC journals. The literature searching uses some keywords: learners, character building, professional development, and others which are required.

3. The evaluation data is being done through article selection which supports literature review of the learners' character profiles, 20 out of 40 articles are selected to be the best references.
4. Data analysis, the researchers adopt line method by line coding (Corbin and Strauss, 2008). Researchers identify phrases, sentences and themes relate to research review.
5. Reporting, the last product from integrative review, is the steady-state concept concerning the profile of learner teachers' characters.

Independency or learning autonomy	<ul style="list-style-type: none"> • Always being able to create test for existing theory. • Always being able to test existing theory. • Always appreciate/accept better argumentation. • Always strive to fulfill other's learning needs.
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As for the explanation, the authors describe as follows:

4.1.1 Curiosity

Human curiosity is a topic of current research interest (Powell, Nettelbeck, Burns, 2016), and has been applied to predicting job performance (Mussel, 2013b), academic achievement (von Stumm, Hell, and Chamorro-Premuzic, 2011), and ex- ploratory behavior (Litman, Hutchins, and Russon, 2005). Moreover, curiosity is human nature, an inseparable part of human when he encounters strange things, new things, challanges, threats, doubts, discrepancy, and problems. Freire (in Kesuma and Ibrahim, 2016) mentions human as a creature in a permanent search, a creature which explores, supported by his curiosity. Berlyne (1950, 1954) shares a note of the first concept of curiosity, he distinguisghed perceptual curiosity, and epistemic curiosity. In this context, researchers applies epistemic curiosity concept to be a learner teacher indicators.

In a context of learner teachers, by putting aside curiosity, a teacher only does their actions without exploits his critical mind, typically people in general which flows and follows the culture. A life which flows (determinism) leads to a spontaneous, reactive, and naive type of curiosity. Teachers as learners should have a great curiosity, an intense motivation to develop, a high integrity and become consistent in enhancing his work performance. The will to learn is his natural characteristic. External factor such as getting promotion, or allowance is his second motivation.

4.1.2 The desire of improving life or utopian awareness

Curiosity needs to be improved by the desire to improve life. Freire (1974) defines it as praxis (reflection-action-transformative). Habernas (1987) defines it as a normative and communicative action, Halpin mentions utopian thinking. Utopian perception combines knowledge and the interests of human glorification (humanization) and the ideal creation of social life. The intention of learning leads

4 RESULTS AND DISCUSSION

4.1 What are the learner teacher indicators?

So far, it has chosen from numerous sub-dimensions of learner character competency. The following items are based on the writer's perception of teachers' learning needs in which so far to this point has been building interpersonal-academic relationship with the writer. Especially the teachers that participated in PGSD UPI program and UPI partner school teacher.

Table 2: The learner teacher indicators.

	Learner Character Competencies	Competency Achievement Indicator
H a b i t	Curiosity	<ul style="list-style-type: none"> • Always ask significant question. • Always seek for information independently.
	The desire of improving life or utopian awareness	<ul style="list-style-type: none"> • Always concerned upon seeing weakness. • Always strive to contribute upon one self and others. • Always making efforts to improve things particularly teaching practice in a class.
	Learning Competency	<ul style="list-style-type: none"> • Always bring up specific problem/question, idea, or hypothesis on currently learned phenomena. • Always strive to answer the problems they are currently facing. • Always discuss working result in order to overview the process/result of learning activity. • Always havingskill and knowledgeimprovement.

to improve life. A valid science is the inseparable part of activities to improve and reform. In a context of teacher as a learner, the desire to improve life implicates to the process of regenerate learning practice, leads to reflection process (Ball, 2008), self-regulation (Zimmermsn and Schunk, 2001), and moral agency (Campbell, 2008, 2010)

In “Hope and Education (The Role of Utopian Imagination), David Halpin states the desire of improving education world can be called as utopian education, Halpin explains:

Although a utopia about utopianism in the education context, this topic does not attempt to predict the future of schooling. Rather, it discusses the kind of attitude educators should consider having about its reform and about the prospect of educational change generally. Basically, this attitude is one that entails the adoption of a militant optimism of the will in the course of which a form of ultimate hope is brought to bear on educational situations and problems through specific applications of the utopian imagination. (Halpin, 2003)

According to Halpin’s argument, the characters of learner teachers certainly require utopian awareness, involve to hopes, critical thinking, and the power of action which stands up to reform, change, and future education prospect. Utopian manner to education can be illustrated by analogy with militant manner (compassionate, high spirit, totality) in keeping optimism to fight for education reformation in macro-region, and learning practice’s reformation in micro-region.

4.1.3 Learning skill (Critical Consciousness or Metacognitive skills)

According to Freire (1974, 2001, 2008), learning competence is a competency to problematize one’s life, anything which human confronts in his life is his challenge and learning. Problematization aims to the search of knowledge, and a preferable life. Problematization would be successfully done if the person has critical consciousness. Critical consciousness is consisted of some components. Mustakova concludes in his research “which I found most pertinent to the salient structural developmental aspects of Freire's (1974) definition of Critical Consciousness. Those aspects were (a) reasoning about causality, (b) understanding of one's social experience, (c) ways in which the self relates to social experience, and (d) moral reasoning.” (Mustakova, 1998). In accordance to Mustakova’s argument, it could be realized that people who already has critical

consciousness attempt to find the reason for being (causal, existence)from what they have encountered, the connectivity of other phenomenon between the reason of their existences. The finding is done analytic-critically, in terms to find a valid-reliable knowledge and to transform a life into a better one. This kind of person is a critical scientist as well as a moral person. Critical consciousness could be developed through scientific approach, where teacher does their actions like a scientist. Scientific approach demands teachers to think systematically and critically. In order to solve problems which has no clear solution. (Barringer, et al 2010). The scientific approaches could be represented by some steps as below:

Table 3: Scientific Approach.

Scientific Approach	
<i>Essential steps</i>	<i>Learning scenarios</i>
Observing	Observing phenomenon
Questioning	Bring up questions, ideas, and hypothesis
Testing	Answering questions, implementing ideas or hypothesis in order to collect data.
Processing data	Interpreting the data, finding and formulating meanings/patterns/themes/ concept of data; presenting it in the form of narration, graphic, tables, matrices, and figures.
Communicate	Presenting the results of data processing

Adapted from curriculum 2013.

The authors think the most essential step from the scientific approach is questioning and answering. When a person encounters a phenomenon in order to learn it, he has to bring up questions, ideas, or hypothesis. Then, answering it through implementation, practice, and observation.

Table 4: Questioning and Answering.

Observing	Questioning
Questioning	
Testing	Answering
Data processing	
Communicating	

In the context of teachers as learners, teachers’ learning skills could be developed through scientific approaches which could be implemented in various activities. Either it is a learning-teaching process, studying pedagogy theories and executing classroom

action research. All actions aims to improve education and human resources qualities.

4.1.4 Independency or Learning Autonomy

Authors presume independence as an affective side from learning competency which has been explained above. When a person becomes relatively competent in learning and implements the metacognition learning process, he will become an independent person. He is exempted from his dependency to another parties, he becomes independent. He understands the way to act as a professional. Independence also has negative side, such as being individualistic and selfish. Independence in this context is collaborative independence with anyone. Authors presume few people understands about autonomy or independence of ourselves. There are some people who position themselves as an operator in their work life, not a developer or learner teachers.

The meaning of learning independence starts with a premise that an independence student is responsible of his own learning. By doing this, they could identify:

- Their purpose of learning (what they need to learn)
- Their learning process (how they learn)
- How they evaluate and apply their learning
- They have a lot of approaches and learning skills
- They organize their time to learn
- They have great skills of information processing
- They are motivated to learn well (Yagcioglu,2015, Moore, 2015)

In accordance to Yagcioglu and Moore's findings, it could be realized that learner teachers must have motivation and the strong learning independence. Through learning independence, teachers could overcome their problems which they encounter in class or in their professional life. Independence learning helps teachers to cope with its dependence of unethical things such as plagiarism. Independence learning will help them to become scientists which the study is to create an ideal learn in practice, assists the students to learn and develop their potential.

These four dimensions of learners' characters have to be expanded through the appropriate character education pattern. It could be the way to awaken critical consciousness of the importance of teachers as learners (Freire, 1974; Kesuma, 2016), to arrange classroom action research regularly (mcNiff, 1988), to collaborate with colleagues to enhance the quality of education (Johnson and Johnson, 2008), to

develop self-regulation skills (Zimmerman, 2008), and learning based experience (Girvan, Conneely, and Tangney, 2016). Some of these recommendations are likely to improve teachers' self-efficacy. In the context of teacher profession in education world, self-efficacy of teachers regards to personal beliefs about teachers capabilities to assist students learning. Self efficacy of teachers influences actions, efforts, and teachers' persistence to educate students (Ashton, 1985, Ashton and Webb, 1986 in Schunk 2008). Teachers which have lower self efficacy might not design the actions which are beyond their capabilities, not be able to handle the student problems, not doing many efforts to search for materials, and not review the lesson materials in the way that students would understand. A teacher which has low self efficacy tend to be more comfortable with something stagnant, avoiding innovation.

While teachers which has higher self efficacy tend to develop challenging actions, help the students to become successful, and persevere in handling the students which has learning problems. Motivational effects towards the teacher could improve student achievements. Teachers which have higher self efficacy also indicate a strong commitment toward their professions (Chan, lau, nie, lim and Hogan, 2008 in Schunk 2008). Ashton and Webb (1986) in Schunk (2008) discovered teachers with higher self efficacy tend to create a positive classroom environment, supporting students' ideas, and have the eye for students' needs. Regarding to the experts' opinion, it could be concluded that self efficacy is the first step for a teacher to build learner characters within themselves. Through high self efficacy, a teacher is confident of their self potential, has a focus on their visions. Persistence in order to achieve goals through behaviours which are arranged by progressive self-regulation ability.

5 CONCLUSIONS

This paper presents a conceptual framework regards to what "learner teachers' characters" are, and how essential to improve teacher's professionalism in education life. This paper attempts to give reference alternatives for improving the program of learner teacher competence improvement that is being held by the Indonesia's Ministry of Education and Culture. The learner teacher's characters which are recommended in this paper have some dimensions or indicators require: 1) epistemic curiosity; 2) the desire to enhance life qualities or utopian awareness; 3) learning ability in which contains critical awareness

and metacognitive ability; 4) independency or the autonomy of learning in which shown with contribution towards other. These four dimensions of learners' characters must be built and developed in a teacher and applied in teacher profession education program. It requires learning based on self-regulation, critical consciousness, metacognitive and moral agency. This paper is not yet perfect because it is still in the stage of building a theoretical and pedagogical framework, it has not reached the implementation stage. For the next research it is expected to facilitate the concept of the dimensions of learner's characteristics in an applied research which has significant validity and reliability.

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