

## **Teacher's Duties and Responsibilities**

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### **Abstract**

The purpose of this study was to obtain an overview of the duties and responsibilities of teachers. This study uses library research methods. The results show that the duties and responsibilities of teachers are professional duties, humanitarian tasks, and social tasks. The teacher's role in the teaching and learning process are the teacher's role in administration, the teacher's role as a person, and the teacher's role as a psychologist. Teacher responsibilities are professional, social, moral-spiritual, and personal.

**Keywords:** Duties, Responsibilities, Teachers

### **1. Introduction**

Teachers are an important source of educational success, so discussing them is a very interesting topic (Fahyuni & Istikomah, 2016). It is said so because if the teacher is successful in teaching, it is very likely that his students will also succeed (Haeruman et al., 2017). Teachers, along with parents and other important stakeholders, are the main actors in education (Putri, 2018). Education will be meaningless and empty of matter, essence, and substance unless the teacher participates actively (Fahyuni & Istikomah, 2016). The quality of an educational

institution will increase, especially if a good system is supported by many innovative teachers (Supriadi, 2018).

Teachers have "Duties, Roles, Competencies and Responsibilities" to their students in a hierarchical order (Tutut, 2021). The role of the teacher cannot be replaced by any element, including advanced machines (Amalia, 2021). Because the teacher's job is to foster human nature in students, which includes various aspects of unique human nature in the sense that students' human personalities are interrelated (Tutuk, 2015).

According to the Law on Teachers and Lecturers Number 14 of 2005, teachers are professional educators whose main responsibility is to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education, primary and secondary education. (Hamid Darmadi, 2016). In this context, the teacher is interpreted as a leader, an architectural figure who can shape the soul and character of students, who has the fundamental power to shape and build students' personalities into human beings who are useful for religion, homeland, nation and state. and social life (Alwafi, 2021).

Educating is a series of teaching and learning processes that include encouraging, praising, demonstrating, and fostering (Nurdyansyah & Fahyuni, 2016). The main responsibility of the teacher (Sholeh, 2016): (1) The responsibility of the teacher as an educator. Teachers are tasked with planning teaching programs, implementing programs that have been prepared, and assessing programs after they have been implemented. (2) The role of educators in the classroom. Teachers, as educators, guide students to maturity with perfect personalities; (3) The role of the teacher as a leader. Teachers as leaders direct and control themselves, their students, and the community where they work so that they can direct, supervise, regulate, control, and participate in the programs implemented. Based on the above background, it is important to discuss the duties and responsibilities of teachers.

## **2. Methods**

Literature study is a study that is used to collect information and data with the help of various materials in the library such as documents, books, magazines, historical stories, etc (Cahya & Ahmadi, 2020).

### **3. Results and Discussion**

#### **a. Teacher's Task**

Teacher is a profession/position that requires special skills (Syifa, 2021). This type of work cannot be done by anyone who is not in the field of education (Mundiri & Bariroh, 2019). The responsibilities of a teacher as a professional include educating, teaching, and training (Kia, 2019). Educating means continuing and developing the values of one's life/personality (Jannah, 2017). Continuing and developing science and technology is what teaching requires (Ramdhani, 2018). While training means teaching new skills to students (Ramdhani, 2018).

Teachers must be able to function as second parents at school (Amrulloh, 2016). He must be able to provoke sympathy in order to become an idol for his students (Safari, 2021). Any lesson can be used to motivate students to learn (Budiariawan, 2019). The first failure of a teacher is that he will not be able to add the seeds of his teaching to his students if he is not attractive in appearance (Lubis, 2017). The students will face an uninteresting challenge (Sulistiani & Masrukan, 2017).

Society considers teachers as very good people in their environment, with the hope that they can gain knowledge and technology (Djaja, 2017). This means that teachers have an obligation to educate the nation's life in order to form a complete Indonesian human based on Pancasila and the 1945 Constitution (Magdalena et al., 2020). The community also believes that the four pillars of nationality, namely Pancasila, the 1945 Constitution, Bhinneka Tunggal Ika, and the Unitary State of the Republic of Indonesia, can be maintained and preserved through teachers (Khaeruman & Ghazali, 2020).

The higher the level of teacher competence, the greater the human readiness for development in Indonesia in accordance with the ideals of independence (Safitri & Sos, 2019). In other words, the portrait and future face of a nation (the Indonesian nation) is based on the portrait of today's teachers. As Ki Hajar Dewantara said, "Ing ngarso sung tulodho, Ing madya mangun karso, Tut wuri handayani" or "If the background gives encouragement, Ing madya mangun karso, Tut wuri handayani" or "If behind inspires, Ing madya mangun karso tut wuri handayani" (Rindiani, 2021).

The role of the teacher in the school is to serve as a liaison between the school and the community (Umar, 2016). Teacher on duty (Septianti & Afiani, 2020): (1) conveying culture to students in the form of intelligence, skills, and experience; (2) develop a harmonious personality in accordance with the ideals and basis of the Indonesian nation state, Pancasila; (3) prepare students to become good citizens in accordance with the Education Law, namely MPR Decree Number II of 1983; and (4) acting as a learning intermediary for students.

The teacher functions as an intermediary or media in the learning process. Students must try to gain their own understanding or insight so that changes in behavior and attitudes occur (Sanjaya, 2016). (1) The teacher acts as a mentor, guiding students based on maturity; educators are not omnipotent and cannot shape children according to their will. (2) The teacher functions as a liaison between students who will later live and work in the community, nation and state, so students must be trained and accustomed to being under the supervision of teachers in schools. (1) Teachers as enforcers of teacher discipline are role models in all aspects of discipline, both at school and in the school environment; (2) Teachers as managers and administrators.

A teacher must be able to perform school administrative tasks such as managing school supplies in addition to teaching (Abu, 2020). (1) As a profession, the job of a teacher. People who become teachers because they are not able to work well must realize that their work is a professional calling and not a forced profession. (1) Teachers in the capacity of curriculum planners. The teacher interacts with the participants on a daily basis; the teacher is the person who best understands the needs of students and the surrounding community; therefore, the needs of the school and the environment should not be neglected in the curriculum; (2) Teachers as leaders. Teachers have the opportunity and responsibility to direct students' problem solving in various situations. make significant, representative, and fair decisions Teachers can act as sponsors of student activities. This means that teachers must play an active role in all student activities, such as extracurricular activities, study groups, and so on.

Teachers play a variety of roles in carrying out their professional responsibilities (Rahadian, 2016). The following is a brief description of the teacher's role in teaching and learning activities. The teacher's role as organizer includes managing academic activities, compiling school regulations, compiling academic calendars, and so on. Everything is arranged to maximize the effectiveness and efficiency of teaching and learning. Teachers must always master the material as demonstrators, lecturers/teachers, and continue to develop and improve their abilities as demonstrators, lecturers/teachers, and teachers.

The experience of teachers in schools is to guide students to become moral adults who are capable, skilled, virtuous, and have noble character, so the role of teachers as mentors must be more important (Arifin & Rusdiana, 2019). Students will struggle to cope with their development if they are not mentored. The lack of student abilities requires a greater dependence on teacher assistance. Students, on the other hand, become less dependent on teachers as they grow older. Guidance from the teacher is also needed when students are not able to function independently.

The teacher's role as class manager is highly coveted. The learning environment and activities are designed in such a way that learning activities are directed at the educational goals that have been set (H Darmadi & MM, 2018). Management as a learning environment also determines the extent to which the environment can create a conducive climate for learning. A good environment challenges and encourages students to learn, while providing a sense of security and satisfaction in achieving goals. Many factors affect the quality and quantity of student learning in the classroom, including teacher factors, personal relationships between students in the classroom, and classroom atmosphere.

As a facilitator, the teacher must be able to provide facilities that allow students to learn more easily (Sundari, 2017). Unpleasant learning environment, stuffy classroom atmosphere, scattered tables and chairs, limited learning facilities, causing students to be sleepy and lazy to study, creative, effective, and fun environment.

The role of the teacher as a mediator, where the teacher has sufficient knowledge and understanding of educational media, because educational media is a communication tool to improve the teaching and learning process (Kirom, 2017). Learning media is a very important tool for the success of the education and teaching process in schools. Teachers do not have sufficient knowledge about educational and learning media, but they must also be able to choose and use the right learning media.

The role of the teacher as an inspiration demands the ability of the teacher to provide inspiration for student learning progress (A. Susilo & Sarkowi, 2018). The main problem of students is learning difficulties. As an inspiring teacher, you can provide instruction on how to study effectively. Teachers must be able to provide good inspiration for student learning progress as inspiration. Learning instruction does not always have to start from various learning theories; Instead, they can be used as clues on how to learn best from experience. What is important is not the theory, but how to eliminate it if it does not completely solve the problems faced by students.

The teacher's role as a teacher informant must include the ability to provide information about advances in science and technology, as well as various learning materials for each subject that has been programmed in the curriculum (Septikasari & Frasandy, 2018). Teachers must provide accurate and useful information. Students are poisoned by misinformation. Mastery of problems that are supported by mastery of the material that will be given to students is the key to being a good and effective informant. A good informant is a teacher who understands and is committed to the needs of students.

Teachers who are active as motivators can encourage students to be enthusiastic and learn (Oktiani, 2017). Teachers who are active as motivators can encourage students to be enthusiastic and learn. Teachers can analyze the reasons why students are lazy to study and do poorly in school in order to provide motivation. The teacher's role as a motivator can encourage students to be enthusiastic and eager to learn. The teacher's role as a motivator is very important in educational interactions because it involves the essence of educational work that requires social skills, such as personalization performance and self-socialization.

The teacher's role as a corrector requires the ability to distinguish good and bad values, as well as positive and negative values (Sundari, 2017). These two opposing values must be recognized in people's lives. These two values may already be held by students and may have influenced them before they enrolled in school. The lives of students sooner or later will be colored by their diverse life experiences based on the socio-cultural society in which they live.

The teacher's role as an initiator, meaning that the teacher must be able to give birth to ideas for the advancement of education and teaching (A. A. Susilo & Sofiarini, 2020). The current educational interaction process must be improved in response to advances in science and technology in the field of education. Teacher competence must be improved, as well as skills in the use of educational and teaching media in accordance with communication and information procedures.

The role of the learner as an evaluator requires a teacher to be a good and honest person by providing an assessment that touches both extrinsic and intrinsic aspects, with an assessment of the intrinsic aspect focusing on the personality traits of students, especially their values (Ridlo et al., 2015). The teacher must be able to provide an assessment in the dimensions based on this. Teachers as supervisors have the ability to shape, improve, and critically assess the learning process (Hanief, 2016). Supervision techniques must be mastered well to improve the learning situation.

The teacher as the culminator is the person who guides the learning process from beginning to end (Juhji, 2016). Students will pass the culmination stage by design, which allows them to see their learning progress. The role of the culminator is combined with the role of the evaluator in this case.

### **b. Competency of Teacher**

According to Article 10 paragraph (1) of Law Number 14 of 2005 concerning Teachers and Lecturers, "Teacher competencies as referred to in Article 8 include: Pedagogic Competence, Personality Competence, Social

Competence, and Professional Competence obtained through Professional Education" (Sulfemi, 2016).

The ability to understand students, design and implement learning, evaluate learning outcomes, and develop students to actualize the various potentials obtained is referred to as pedagogic competence (Setiyowati & Arifianto, 2020). The sub-competencies of pedagogic competence include: (1) in-depth understanding of students, which includes students' understanding of using the principles of cognitive development, personality principles, and students' initial provisions; (2) Designing learning, which includes educational foundations for the benefit of learning, applying learning and learning theory, determining learning strategies based on student characteristics, competencies to be achieved, and teaching materials, and preparing learning designs based on the chosen strategy: II (1) Implementing learning, which includes the arrangement of the learning environment and the implementation of conducive learning. (1) Design and implement learning evaluations that aim to design and carry out evaluations (assessments) of learning processes and outcomes from various methods, analyze the results of the evaluation and learning outcomes to determine the level of mastery of learning (mastery level), and utilize learning outcomes for programs to improve the quality of learning in general; (2) assisting students in realizing their various potentials, including student facilities to develop various academic potentials and assisting students in developing various non-academic potentials.

Personal competence is a personal ability that reflects a consistent, stable, mature, wise, and authoritative personality, provides a good example for students, and has noble character (Lase, 2016). (1) A steady and steady personality, which includes acting according to social norms, being proud to be a teacher, and having consistency in 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) A wise personality shows actions that are based on the benefit of students, schools, and society, and shows in thinking and acting; (4) An authoritative personality includes a positive influence on students and respected behavior; (5) Having noble character and being able to be an exemplary role model in accordance with

religious norms (belief, honest, sincere, helpful) and having behavior that students imitate.

Professional Competence is defined as mastery of learning material broadly and deeply, which includes mastery of school curriculum material and scientific substance which includes material, as well as mastery of scientific structure and methodology (Pianda, 2018): (1) Mastering the material, structure, concept, and scientific mindset that supports learning; (2) Mastering competency standards and basic competencies of subjects/fields of development that they are able to master; (3) Developing teaching materials that are able to be creative; (4) Continuously develop professionalism by taking reflective actions; and (5) Using ICT to communicate and develop themselves.

Teacher social competence is defined as the ability to communicate and interact effectively with students, education staff, parents/guardians of students, and the surrounding community.(Sulfemi, 2018): (1) Be inclusive, act objectively, and do not discriminate based on gender, religion, race, physical condition, family background, and family social status; (2) Communicate effectively, empathically, and politely with fellow educators, education staff, parents, and the community; (3) Adapt to save the socio-cultural diversity of the Unitary State of the Republic of Indonesia; and (4) Able to communicate orally and in writing.

### **c. Teacher Responsibilities**

The responsibility of teachers and education is not only to teach or advance the world of education in different schools, but also to invite the surrounding community to participate in education in their area (Dewi, 2018).

Professional teachers will be responsible for tasks that require the application of expertise in both materials and methods (Illahi, 2020). The accountability of professional teachers is shown by their accountability in carrying out their duties. Professional teachers are able to carry out their roles as professionals, parents, members of society, nation, and religion. The responsibilities of a (professional) teacher include:

Intellectual responsibility is manifested in the form of mastery of broad and deep learning materials, which include mastery of school subject curriculum materials and the scientific substance that underlies these materials, as well as mastery of scientific structures and methodologies (Sastrawan, 2016).

Professional/educational responsibility: This is manifested through the teacher's understanding of students, learning design and implementation, evaluation of learning outcomes, and developing students to realize their full potential (Fahyuni & Istikomah, 2016).

Ability to communicate and interact effectively with students, fellow educators, education staff, parents/guardians of students, and the surrounding community demonstrates social responsibility (Nurtanto, 2016).

Spiritual and moral responsibility: This is manifested by the appearance of the teacher as a religious person whose behavior is guided by religious teachings and beliefs and does not deviate from religious and moral norms (Laeli, 2019).

Personal responsibility: manifested in the form of spiritual morals with the teacher's ability to understand, manage, control, and respect himself (Sulfemi, 2019).

#### **4. Conclusion**

Based on the studies that have been described, the following conclusions can be drawn: (1) The main duties of a teacher are divided into three categories: professional tasks, humanitarian tasks, and social tasks; (2) The teacher's role is classified into four types: the teacher's role in the teaching and learning process, the teacher's role in administration, the teacher's role as a person, and the teacher's role as a psychologist. (3) The professional competence of teachers is divided into four categories: personality, pedagogic, professional, and social competence; 4) Teacher responsibilities are classified into five categories: responsibility, profession, social, moral-spiritual, and personal responsibility.

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