

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Teachers

a. Definition

A teacher is a person who helps others to acquire knowledge, competences or values. Teacher is a designation for the office, position, and profession for someone who devotes himself in the field of education through patterned educational interaction, formal and systematic. The teacher is a figure of the greatest role in determining the quality of learning in an educational institution called school. Teachers are the most important component in the event education of students. As good as any educational program contained in the curriculum without the role of teachers who cultivate into material that can be understood, it will not mean anything for learners.

According to Atmaka (2020) is an adult educator who is responsible to provide help to the students in the development of both physical and spiritual. In order to achieve the level of maturity capable of standing alone fulfill his duties as a creature of God, being social and being an independent individual. Mulyasa added that educators must have academic qualifications and competence as agents of learning, physical and spiritual health, as well as having the ability to realize the goals of the National Education. In addition, teachers are a good human that makes others human good too. It means, to become a teachers should have a competence, a moral, and accordance with Pancasila. To carry out their duties the principles regarding the desired behavior and expected from all of educational situation is the spirit of Pancasila. Knowledge and skills in communicating and can be accounted for methodical.

According to Atmaka (2020) As a profession, teachers have the characteristics inherent to the teacher, namely:

1. Have the function and social significance for the community, benefited by public.
2. Based on the specific skills acquired through education accountable.
3. Have competence supported by a particular discipline
4. Have a code of ethics that serve as a code of conduct of their members and witnesses clearly and firmly against the etic code violations.
5. As a consequence of service and achievement was given to the community, the members of the profession by individuals or groups the right to obtain financial or material rewards.

The teacher is a figure very important to establish this nation as to which the experts pointed out that the task of teachers is divided into three, namely as a professional task of teachers as a profession covering educate, teach, and train. Educating means to continue and develop the values of life. Teaching means to continue and develop science and technology. Teachers must become second parents for students and civic duties which teachers should be able to mingle with the community to cooperate in any field, especially in the field of education and public affairs. While the function of the teachers' as a proofreader, information motivator, demonstrate, innovators, facilitators, counselors and classroom manager.

b. The Role of the Teacher

Teachers are the determiner factor to make the learning process be qualified. Therefore, efforts that carried out in improving the quality of education should be started from improving teachers' quality. Teachers' qualities include knowledge and understand its role and function in learning process. Teachers have an important role in the classroom to help students build positive attitudes, arouse curiosity, encourage students to be independent and intellectually logical, and create conditions for learning to run well. The role of teachers from the past until now remains very necessary. The role of a teacher is to help humans discover who they are, where humans are going and what humans should do in the world.

Pullias and Young, Manan, Yelon and Weinstein as quoted by E. Mulyasa (2020:35), says that the role of the teacher in the learning process is as an

Educator, Teacher, Guide, Trainer, Advisor, Reformer (Innovator), Model and Exemplar, Personal, Researcher, Creativity Encouragement, Insight Generator, Routine Worker, Tent Shifter, Story Teller, Actor, Emancipator. Therefore, the role of the teacher is as follows:

1. Teacher as Director

Teachers must be able to guide and direct students' learning activities in accordance with the desired goals.

2. Teacher as Motivator

The role as a motivator is important in order to improve enthusiasm and development of student learning activities. Teachers must be capable providing stimulation, encouragement and reinforcement to develop student potential, foster self-reliance (activity) and creativity (creativity), so that there will be dynamics in the learning process.

3. Teacher as Mediator

This mediator can be interpreted as an intermediary in learning activities student. For example, mediating or providing a way out or solution when the discussion didn't go well. Mediator can also be interpreted as provider of learning media, the teacher determines which learning media appropriate to use in learning.

4. Teacher as Organizer

Manager of academic activities, syllabus, workshops, lesson schedules and etc. The organization of the components of learning activities must be regulated by the teacher in order to achieve effectiveness and efficiency in learning for both teachers.

5. Teacher as Evaluator

Teachers have the task of assessing and observing the development of achievement student learning. Teachers have full authority in assessing students, however, evaluation must still be carried out objectively.

According to Kirom in Gage, etc. (2017:72) the role of teachers in the learning process, there are three main functions, namely as planner, implementer and manager (organizer) and assessor (evaluator). In relation to education as a

medium and vehicle for transfer the value system argues that there are five roles and functions of teachers, namely as conservator (maintainer) of the value system which is the source of norms maturity, innovator (developer) of the science value system, as transmitter (successor) of the value system to students, transformer (translator) the value system through incarnation in the person and behavior, through the process of interaction with students and organizers (organizer) creates an educational process that can be accounted for in the process of value system transformation.

So Kirom in Flewelling and Higginson (2017:72) describes the role of teachers as follows:

1. Provide stimulation to students by providing assignments rich learning (rich learning tasks) and well designed to enhance intellectual, emotional, spiritual, and development social;
2. Interact with students to encourage courage, inspire, challenge, discuss, share, explain, affirm, reflect, assessing and celebrating development, growth and success;
3. Demonstrate the benefits gained from studying a subject;
4. Act as someone who helps, someone who mobilizes and provide affirmation, someone who gives soul and inspires students by arousing curiosity, enthusiasm, passion in a learner who dares to take risks (risk taking learning), with thus the teacher plays the role of information provider (informer), facilitator.

Being a teacher is very important in academic life. Teachers have many roles in developing and building the knowledge and character of a student. The teacher must also be a motivator for students in supporting and inviting students to be more creative and productive in creating something new. Motivation: Usually teachers must be able to know what should be given to students and what should be motivated. The teacher also plays the role of being a mediator, meaning that a teacher must be able to be the basis for forming a student so that they are better and able to increase their knowledge properly and correctly. Then the teacher must be able to group the various problems faced by students so that they

can provide solutions to solve them. and teachers must also be able to provide evaluations to students to find out what the student's weaknesses are.

Based on this, it can be concluded that the role of the teacher is very important in the learning process. It is known that the role of the teacher has a very big influence on students. Without the role of the teacher, everything that happens in the learning process will be in vain.

2.1.2 Teachers' Professionality

a. Definition

David & Thomas (2020 : 12) states that professional teachers are teachers who have the ability to create a learning climate, have the ability to provide feedback and reinforcement, and have the ability to improve themselves. They are teachers that have deep knowledge about their profession through training, exercises, and special schools. Professional teachers are able to teach the students by using several learning methods, medias, and resources. In addition, professional teachers also can do the research related to their subject being taught. In doing their responsibilities, professional teachers have to know how to communicate with students, peers, and others.

Abkarin in Pahrudin (2020) Professional competence is teachers' ability that they have to master learning material deeply, curriculum, management classroom, lesson plan, etc. Uwes (2020:11) states that Teachers' Professionality are teachers who are experts in the field of teaching, skilled in research, and have competence in community service. Suyanto and Jihad (2020:11) states that Teachers' Professionality are teachers who receive formal recognition based on the applicable 12 provisions relating to their position and educational background. David & Thomas in Mulyasa (2020:13) states that professional teachers are teachers who have the ability to create a learning climate, have the ability to provide feedback and reinforcement, and have the ability to improve themselves.

Uwes (2020:11) states that Teachers' Professionality are teachers who are experts in the field of teaching, skilled in research, and have competence in community service. Professional teachers know the background of education and learning with a variety of knowledge, especially relating to the subjects they

teach. They are a teacher that has deep knowledge about their profession through training, exercises, and special schools. Professional teachers are able to teach the students by using several learning methods, medias, and resources. In addition, professional teachers also can do the research related to their subject being taught. In doing their responsibilities, professional teachers have to know how to communicate with students, peers, and others.

Professional teachers play a major role in the success of the learning process. Because it has an important role, professional teachers must have several abilities. Professional teachers can create a comfortable learning environment for students.

Professionalism competences refers to a teacher's capacity to master a wide range of learning content in detail and to carry out the tasks and responsibilities of the teaching profession with high abilities. Zakirah in Usman (2022:10) stated that a teacher's professional competence outlines the qualities a person in charge of the role of a teacher must possess. For teachers, professional competence is a must-have skill. They should develop themselves and keep up with all of the materials that will be taught later in the classroom.

Teachers' Professionalism just not teach the lesson material to the students, but they have to possess some skills (Amalia in Helmawati, 2020:17). Further Helmawati explains skills that have to be possessed by professional teacher :

a. Technical Skill

In technical skills, teachers able to make teaching plans. Teaching's plan includes arrange the learning process, evaluate the learning's result, and others that are related to learning goals.

b. Interpersonal Skill

Interpersonal skill means a teacher has the skill to communicate with the students by using verbal and nonverbal language in order to build a conducive and funny learning process.

c. Conceptual Skill

Conceptual skill requires teachers to be able to think abstractly. The point is that the teacher can design various activities in learning to

develop the potential and abilities of the students. This expertise helps teachers to achieve educational goals.

d. Diagnostic Skill

Diagnostic skill means that the teacher can diagnose existing problems, especially problems in students. After diagnosing, the teacher must study the problem to find the best solution. The teacher must also be able to overcome these problems, then direct students towards the achievement of educational goals.

e. Analytical Skill

In analytical skills, a teacher must be able to analyze problems. This is to assist the teacher in making the right decision for problems that arise.

Teachers' Professionalism also have professional teaching competency. According to Amalia in Philip & Ramya (2020:19), teachers need to consider professional teaching competency areas as follows:

a. Engaging and supporting all students in learning

Teachers have to make the students active in the class, so that the class is student-centered learning. The teachers give variety of strategies and resources to fulfill the student's needs. The creativity of teachers in using the strategies and resources aims to make the students have critical thinking and problem-solving. For example : Using group discussion as learning technique.

b. Creating and maintaining an effective environment for student learning

The teacher is able to create a comfortable learning environment for students. They need to establish a climate that promotes equality and respect. In addition, teachers must also be able to use time effectively. For example: the teacher occasionally tells about their life experience that can stimulates the student's interest sympathy, and communication. Teachers can also use a joke so that the atmosphere is not too tense and serious. This helps students not feel pressured. But the joke must be adjusted to the situation and conditions.

c. Understanding and organizing subject matter for students learning

The teacher is able to convey knowledge in these subjects well with the right strategy. To support this, teachers must use materials, resources, and modern technology.

d. Planning instruction and designing learning experience for all students

Teachers need to establish and articulate goals for teaching students.

e. Evaluating students learning

Before evaluate, the teacher need to communicate learning goals to students. It aims to adjust the evaluation with the learning goals. Evaluation is not only from the teacher, but also from the students. Teachers have to direct the students to evaluate themselves. In evaluating the student's progress, the teacher need to communicate with the students and the family.

f. Developing as professional instructor

Teacher's ability to improve themselves includes be able to implement the curriculum and learning method innovatively, be able to expand and add knowledge about teaching methods, and be able to utilize teacher's group planning to create and develop relevant teaching methods. Teachers as a professional force have to always improve their professionalism.

Teacher professionalism is an ability of an educator in sharing knowledge with students. Based on this, the researcher concludes that teacher professionalism according to experts is an ability or skill that exists in a teacher in creating a creative, innovative and able to create a good learning atmosphere desired by students. Therefore, to be a professional teacher be able to have Technical Skills, this means that a teacher must be able to make teaching plans, in the form of preparing the learning process, evaluating learning outcomes, and good media to be given to students. Then teachers must also have Interpersonal Skills. In communicating with students by using verbal and nonverbal language to build a conducive and enjoyable learning process. Next, teachers must have Conceptual Skills to require teachers to be able to think abstractly in designing

various activities in learning to help teachers achieve educational goals. Next is Diagnostic Skills, teachers are expected to be able to find student problems and provide solutions to these problems. And the last skill is Analysis Skills teachers must be able to analyse problems. This is to help teachers make the right decisions for problems that arise.

b. Characteristics of Teachers' Professionalism

Teacher characteristics are typical qualities, good morals that a person must have teachers can be role models for their students, and also have a sense of love and be sincere in the process of teaching and learning activities so that students have enthusiasm and high motivation so that an active, creative and innovative attitude will emerge.

The characteristics of a professional teacher are all the english teachers' attitudes and actions both at school, outside school and in the community, in giving services, increasing knowledge, providing guidance and motivation to participants educate in various things, for example: how to behave between young and older, the attitude of the young towards the older, a good way of dressing traditionally or religiously, how to speak and relate well to students or attitudes towards colleagues, as well as other members of the community.

The following are various characteristics of Teachers' Professionality including:

1. Comply with statutory regulations

The government maintains existing education policies in Indonesia. Government through the Ministry of National Education issues provisions as well regulations which are policies and must be implemented by the authorities that include teachers because teachers are also government officials. Therefore teachers must know government policies, especially internal policies field of education. So that these policies can be implemented as well adhered to properly.

2. Maintain and improve professional organizations

In the teacher's code of ethics point 6 states that "teachers individually and collectively develop, improve the quality and dignity of the profession".

3. Maintain relationships with colleagues

In the seventh point of the teacher's code of ethics, it is explained that "Teachers maintain professional relationships, family spirit, and social solidarity." Based on This means that teachers should be able to create and maintain relationships fellow teachers in their work environment, as well as creating a family spirit and social solidarity in the environment outside of work.

4. Guiding students

Teachers have the role of guiding, looking after and directing students so that can grow and develop according to their talents, interests and potential owned by the student. There are characteristics of teachers that are really liked by students namely: Democracy, Kind, Be patient, Fair, Consistent, Open, Helpful, Friendly, Likes humor, Have various interests, Mastering the lesson material, Care and attention to students, Cooperative.

5. Obey the leader

A teacher must obey his leader. Leadership levels start from regional to central branch management. This also applies to departments education. Teachers obey their leaders, which is done by carrying out policies and listening to the directions conveyed by policy makers.

6. Have a commitment to professionalism

The services and dedication provided are based on professional abilities as well as a solid philosophy of life. Teachers have a duty to serve well there is anyone who needs help. Within a teacher there are qualities dedicated.

7. Create a good atmosphere in the workplace

A beloved good atmosphere in the workplace will certainly increase teacher productivity. Teachers have an obligation to create a good atmosphere in the environment work to make the atmosphere more conducive.

The professionalism of a teacher is determined by the character of the teacher. the character of how a teacher is able to control emotions, or is able to provide input or advice to students when students get a problem. the character that must exist in a teacher is that the teacher must obey the laws and regulations. being a teacher must be able to follow existing regulations. the teacher must also be able to discipline himself to create a good habit that will be imitated by a student. the teacher must also be able to maintain and improve professional organizations.

In the teacher's code of ethics. this means that a teacher must be able to comply with all the rules to become an exemplary teacher for students. teachers are also expected to be able to maintain relationships with colleagues, so that they can create security and peace in the school environment and be able to create an environmentally friendly atmosphere. being a professional teacher, the teacher must also have the character to be able to guide and direct students properly. so that the morals and personality of students are formed into a good academic. professional teachers must also have a gentle heart and be able to be patient with a sincere heart for students. thus, the researcher concludes that being a professional teacher is not just about being a teacher but can be a good role model for students and the surrounding community.

2.1.3 Teachers' Professionality Competences

a. Definition

Zakirah in Usman (2022:10) states that a teacher's professionalism competences outlines the qualities a person in charge of the role of a teacher must possess. For teachers, professional competence is a must-have skill. They should develop themselves and keep up with all of the materials that will be taught later in the classroom.

Teacher competences assist teachers in organizing and improving their performance, instruction delivery, classroom management, and assessment. Zakirah in Daryanto (2022:7) stated that competence is a set of skills that instructors need to possess to meet community demands, educational needs in schools (curriculum), and scientific and technological developments.

Zakirah in Mulyasa (2022:7) states that teachers' competences is the capacity and authority of teachers to perform their duties as educators. Meanwhile, Zakirah in Ningrum (2022:7) explains that teacher competence is the outcome of diverse abilities, such as a set of information, skills, and behaviors that teachers or lecturers must master to perform their professional responsibilities. According to Indonesia Law number 14 of 2005, a teacher must master four teaching competencies: pedagogical competence, personality competence, professional competence, and social competence. These competencies cannot be separated since they are interconnected, and a teacher must possess them all to be considered professional.

Professional competence refers to the skills of a teacher in the teachinglearning process. Zakirah in Febriana (2022:9) states that professional competence is the ability of teachers to acquire extensive and in-depth knowledge of learning materials, enabling them to assist students in acquiring such knowledge.

Teacher's professionalism competences was composed of four main subgroups such as curriculum competencies, lifelong learning competency, social-cultural competencies, and emotional competencies (Amalia in Selvi, 2020:37). Curriculum competencies mean the teacher's ability in understanding the curriculum plans for teaching and learning. Curriculum competencies are oriented towards carrying out their teaching role effectively determine the teamwork of the knowledge and skills that teachers will gain. Lifelong learning competency means the ability to understand that education must continue, not only from formal education but also informal education. Teacher professional competence must include the ability to demonstrate ethical and responsive professional behavior (Amalia in Karpova et al., 2020:37).

In addition, Republic of Indonesia Government Regulation No. 74 of 2008, verse 6 explains that professional competence is the capacity of a teacher to master knowledge in the fields of science, technology, and arts and culture, which must at least mastery:

- a. The subject matter in depth and according to the requirements of the contents of the education unit program, subjects, and subject groupings.
- b. The concepts and techniques of scientific discipline, technology, or art are pertinent, conceptually coordinating, or consistent with the education unit program, subjects, and subject groups to be supported.

Teachers' professional competency standards are translated into five core competencies, namely:

- a. Mastering the material, structure, concept, and scientific mindsets that underlie the topics being taught.
- b. Mastering competency standards and essential competencies in the topics or developmental areas taught.
- c. Create learning resources that can be taught on their own.
- d. Take reflective acts that help to sustainably develop professionalism.

Teacher professional competence is very important for a teacher to have. Teacher professionalism is able to increase students' abilities and knowledge in teaching in the classroom. One of the determinants of a student's success is a teacher's ability to provide good and correct knowledge to students. Thus it can be concluded that teacher professionalism is a determining factor in achieving effective and efficient learning competencies for students. Teacher professionalism is also supported by curriculum competency in increasing understanding of making learning tools in the learning and teaching process.

b. Components of Teachers' Professional Competences

According to Zakirah in Selvi (2022:11), the main features/components of teacher professional competencies are:

- a. Field competencies
competencies are the primary areas of teacher competencies, which comprise content-related academic studies. Field skills were regarded as an essential competency based on the notion that teachers were solely responsible for transferring material.

b. Curriculum competencies

The competence of the teachers as well as their familiarity with the curriculum being implemented are necessary supporting variables for curriculum implementation. Nonetheless, Curriculum competencies are linked to the comprehension of curriculum designs for teaching and learning.

c. Lifelong learning competencies

The competence of lifelong learning refers to the ability to learn and utilize the methods or tools of learning to enhance learning throughout a human's life.

d. Emotional competencies

Emotional competencies related to the implementation of psychological consultation and counseling curriculum. Emotional support incorporates the teacher's thoughts, the classroom environment, and classroom management. Moreover, the emotional abilities of teachers will help students learn and boost their enthusiasm to study.

e. Social-Cultural competencies

Teaching students from different cultures effectively is crucial to cultural competence. Socio-cultural competencies include understanding the social-cultural background of students and teachers, local, national, and worldwide values, democracy and human rights concerns, team and collaborative work, and social studies.

f. Communication competencies

The ability to adapt the message to the interaction and the situation is referred to as communication competency, and feedback is used as information regarding the successful adaptation.

Based on this, it can be concluded that being a professional teacher must have components to support professionalism. Supporting competencies are competencies that occur in the field. This is a professional teacher's way of evaluating what happens in the field to improve it so that it will be better in the

future. then curriculum competency, with curriculum competency a teacher can gain a new understanding of the curriculum being implemented. Next is lifelong learning competency refers to the ability to learn and utilize learning methods or tools to enhance learning throughout human life. Emotional competence related to curriculum implementation. Socio-cultural competence includes understanding the socio-cultural background of students and teachers, local, national and world values, democracy and human rights issues, team and collaborative work, and social studies. Communication competency a way of adapting interactions and situations where feedback is used as information about the success of adaptation.

c. Indicators Teachers' Professionality Competences

To master five professionalism competences, a teacher should have some indicators based on the Regulation of the Minister of National Education No. 16 of 2007. First, mastering the material, structure, concepts, and scientific mindset that support the subject that is taught. (a) Understand the nature of language and language acquisition. (b) Understand the position, function, and variety of English. (c) Mastering the basics and rules of English as a reference for the use of Indonesian language as a reference for the use of good and correct English. (d) Have English skills (listening, speaking, reading, and writing). (e) Understand the theories and genres of English literature. (f) Able to appreciate works of Indonesian literature, receptively and productively. (g) English Mastering conceptual and procedural knowledge (h) Able to use English well.

Second, mastering teachers competencies standard and competencies and basic competencies of the subjects taught. (a) Understanding the competency standards of the subject of the subject being taught. (b) Understanding the basic competencies of the subject subject taught. (c) Understanding the learning objectives to be taught.

Third, developing learning materials learning materials that are taught creatively. (a) Selecting learning materials learning materials according to the level of level of learner development. (b) Processing the subject matter taught creatively in accordance with the level of level of learner development.

Fourth, develop professionalism in a sustainable manner sustainably by taking reflective action. (a) Reflecting on one's own performance continuously. (b) Utilizing the results of reflection in professional improvement. (c) Conducting classroom action research for professional improvement. (d) Keeping up with the times by learning from various sources.

Five, utilizing technology information and communication . (a) Utilize information and communication technology communication in communication. (b) Utilize information and communication technology for self-development .

Thus, the researcher concluded that teacher professional competence can exist because of the five supporting indicators of professionalism. For this reason, these five indicators play an important role for a teacher. If one of the indicators that have been determined does not work, it can be concluded that professional competence will not be achieved well in schools, especially for teachers. This indicator is something that is capable of creating something better and more innovative. The government is also not careless in determining an indicator, before it is determined it is first surveyed by the government as to what things can build teacher professional competence. because nowadays many teachers are less professional in their field. Because there are various obstacles that occur.

d. Factors that Influence Teacher's Professional Competences

According to Hasan in Pujiyati (2017:75), factors that influence teacher's professionalism competences are beliefs and values, skills, experience, personality characteristics, motivation, emotional issues and intellectual abilities. For more details, it can be explained as follows:

1. Beliefs and Values

People's beliefs about themselves and other people will greatly influence behavior. If people believe that they are not creative and innovative, they will not think of new or different ways of doing things.

2. Skills

Skills play a role in most competencies. Public speaking is a skill that can be learned, practiced and improved. Writing skills can also be improved with instruction, practice and feedback.

3. Experience

People whose jobs require little strategic thinking have less developed competence than those who already have experience.

4. Personality Characteristics

Personality can influence teachers' and employees' skills in a number of competencies, including conflict resolution, demonstrating interpersonal concern, the ability to work in a team, providing influence and building relationships.

5. Motivation

Motivation is a factor in competence that can change. Motivation refers to a process of inducing and stimulating an individuals to act in certain manner. In the context of an organisation, motivation implies encouraging and urging the employees to perform to the best of their capabilities so as to achieve the desired goals of the organization

6. Emotional Issues

Emotional barriers can limit the mastery of competencies. Fear of making mistakes, being embarrassed, feeling unwelcome or not belonging all tend to limit motivation and initiative.

7. Intellectual Ability

Competence depends on conceptual thinking and analytical thinking. It is impossible to improve through every intervention that an organization realizes. So the factors that influence professional competence are direction, views, goals and motivation which are integrated with values, beliefs, intellectual abilities, personality characteristics supported by skills and experience supported by emotional issues and organizational culture.

According to Dasih (2017:20) a teacher's professional competence will be influenced by several factors include:

1. Beliefs and values that exist in a teacher.
2. The skills that exist in a good teacher teaching skills or outside teaching activities.
3. Experiences that have been passed by a teacher in teaching and learning activities.
4. Characteristics that exist in a teacher.
5. Motivation either through yourself or others teacher.
6. The emotional level that exists in a teacher.
7. The intellectual abilities possessed by a teacher.
8. Organizational culture that a teacher has participated in.

And these factors can determine a person's competence teachers become better and more effective if a teacher is willing to continuously learn by actively improving competence in the teacher.

According to Madjid, (2016:16) teacher competence is determined by factors internal and external, namely as follows:

- a. Factors that come from within the teacher (internal)
 1. Education level.
 2. Participation in various training and scientific activities.
 3. Work period and work experience.
 4. Welfare level.
 5. Awareness of obligations and the call of conscience.
- b. Factors that come from outside the teacher (external)
 1. The amount of salary and benefits received.
 2. Availability of learning facilities and media
 3. Principal leadership.
 4. Coaching activities carried out.
 5. Community participation.

Based on the professional competency factors expressed by several experts, the most important factor in professionalism is teacher motivation in motivating students to be better and able to improve their abilities. Most students' lack of confidence in learning can be caused by a lack of motivation to be able to give their best. Then the confidence factor, that a teacher lacks

confidence in creating new things. Because of the shame that arises, creativity is limited and not realized. The next factor is the experience factor, that a teacher is said to be less professional because of a lack of experience in his field. This usually happens to training teachers. Not only that, factors that become obstacles in becoming a professional teacher can also occur from internal and external factors. Where, external factors occur due to deficiencies in the school or existing limitations. For example, lack of facilities and infrastructure or lack of a good internet network. then the internal factor lies within the teacher. Sometimes a teacher lacks caring and curiosity. Thus innovation and creativity will not occur. So that due to several factors, professional competence is not achieved. Based on this, as a teacher you can improve yourself by reading a lot or finding out solutions to problems of obstacles or inhibiting factors in becoming a professional teacher.

2.2 The Latest Related of Research

Some previous researches have been conducted such as first, Rizkiani which the title Is Professional Competency Of Pre-Service English Teachers and ICT During Covid-19 Pandemic (2022), found that there are five indicators of professional competence namely, teaching and Learning Activities, Learning Administration Management, Assignments, Implementation of Evaluation, and Right Tools. Based on this, researchers see that learning activities, management, assignments, providing evaluations and learning media are one of the most important factors in teaching, to form a teacher's professional competence. The differences focuses between of previous research with the research will be conducted are previous research measured that teacher professional competence was seen in learning activities, management, assignments, providing evaluations and learning media, whereas in the research that will be carried out, the benchmark for professional competence such as (1) mastering the materials, structure and concept of the subject taught; (2) mastering standards and basic competencies of the subject taught; (3) developing the learning materials creatively; (4) developing their own professionalism; and (5) using the information technology.

The second, Rahmah, et al, which the title is Development of Teacher's Professional Competence: A Theoretical Review (2022), found that there are five indicators professional competence namely, Teaching and Learning Activities, Learning Administration Management, Assignments, Implementation of Evaluation, and Right Tools. This research is also almost the same as previous research. That learning activities are a determining factor in teaching and learning and are a way to support teacher professionalism. The difference with the research that will be carried out is that in the research that will be carried out, a teacher is to be professional if has mastered the learning material and is able to develop learning material.

The third, research written by Nurhalimah which the title is A Need of English Teacher Professional Competence In 21st Century (2022), found that there are six indicators teachers' professional competence, They are: 1) being up to date towards English subject; (2) empowering things related to developing the curriculum; (3) developing materials based on the students and school condition and situation; (4) conducting a research; (5) promoting ICT skills; and (6) learning and implementing the educational foundations. Based on this, the researcher analyzed that developing learning materials is one of the efforts to become a professional teacher. However, the difference is that in the research that will be carried out, researchers see that increaseng the use of technology is still lacking.

The fourth, research written by Zakirah which the title is "The impact of teacher's professional competence on student's performances" (2022),found that there are three indicators teachers' professional competence, They are: 1) preparing learning materials, 2) igniting students' enthusiasm for learning through the use of learning media supported by classroom management 3) and carrying out efficient evaluations to see student learning outcomes.This is a supporting thing in increasing the professional competence of teachers. To become a professional teacher you must have prepared materials that will be delivered to students so that there is preparation, and to raise the enthusiasm of students is also an extraordinary thing that professional teachers have because teachers who unprofessionals will not be able to provide enthusiasm or motivation to students.

Meanwhile, in the research has be carried out, the researcher does not evaluate students but only looks at how teacher professionalism is achieved.

The fifth, research written by Saputri which the title is “An Analysis of Teachers Professional Competencies in Teaching English at Mtsn 6 Boyolali in The Academic Year 2022/2023” (2023), found that there are four indicators of teachers’ professional competence, They are: 1) mastering the material, 2) structure, 3) concepts, 4) and scientific mindset that supports the subjects they are taught. By mastering these four indicators, teachers’ professional competence are achieved. However, the difference with the research that has carried out is regarding the scientific mindset. A scientific mindset is said to be realized if you are able to master the material, develop the material and be able to use technology in learning.

Researcher have conducted several studies related to this topic. This research aims to determine the influence of teacher professional competence and learning facilities on student learning motivation. This research used a qualitative method. According to researchers, teacher professional competence must be improved to increase teacher professionalism in their field and which aims to improve students' learning abilities. The research results show that there is a significant influence of teacher professional competence and student knowledge.

Therefore, teachers must master learning materials, master competency standards, develop learning materials, be able to develop professionalism, and must be able to master the use of technology. If all of this exists in a teacher then the teacher's professional competence has been formed.

It can be concluded that this research has an influence on the level of knowledge between students and teachers because with teacher professional competence, conductive learning can be created between students and teachers. where teachers are able to transfer their knowledge to students and students are also able to understand what the teacher has conveyed. On the other hand, this research aimed to examine the influence of teachers' professional competence on their field.