

CREATIVE, INSPIRING, AND INNOVATIVE TEACHER **IN CREATING EXCELLENT AND COMPETITIVE** **HUMANS**

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Abstract

The development of Education in this globalization era required teachers to be more inspiring, innovative, creative, and productive. Teachers not only give knowledge to their teachers but also help them to construct the knowledge, help the process of knowledge construction, comprehend the learners' thinking to be able to direct them to be superior seed which able to compete in macro society. This study will describe the strategies to produce creative teacher which able to do a kind of breakthrough and able to inspire their students. The method used was descriptive interpretative to the possibility of the emerge of certain strategy on system to create the expected teachers. Based on the expectation, teachers have to be able to change their mind set every time, able to adopt new knowledge and strategies, have better approach, highly motivated and love their profession. Based on that, teacher will always do certain changes based on the era, able to see students' need and the most important thing is to dig and find their strengths.

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I. Introduction

The requirement of education quality is a must and considered as an urgent need along with the democratization education. This related to the globalization era that requires reliable and professional human resources due to the tight competition.

The efforts to upgrade the education quality are done through some approaches. Institutional approach (the emerge of Ditjen PMPTK). Legal formal approach through some regulation related to education such as UU No 20 Tahun 2013 about national educational system, Perda Nomor 19 tahun 2005 about national education standard, and UU nomor 14 tahun 2005 about teachers and lecturers

The approaches of the human resources empowerment are done through the activities which develop the competences and qualification of the educational workers systematically and sustainably.

II. Discussion

2.1 Changing the Paradigm of Teachers' Role in Facing Globalization Challenge

One of the main factors that determine the quality of education is teachers. Teachers are the front liners in building the quality of human resources; teachers are the ones who directly face the students in teaching and learning activities. Teachers are the ones who contribute in building learners with good quality whether it is academically, skill, emotional maturity, moral, and spiritual. Those qualities will make the future generation ready to face their life with all challenges in it. Because of that, teachers with high qualification, competency, and dedication in running their duty are needed now days. Furthermore, curriculum changes which emphasizes on the competency required teachers to be fully engaged in it implementation, as it is run by the teachers in the class.

Fuan Hasan (in Kunandar, 2007; 41) stated that how good the curriculum and the educational system implied, if they are not supported by qualified teachers, they will not be run well. The development of educational quality in Indonesia is not enough when it is only concern on the curriculum only, but also has to be followed by the development of teachers' quality in primary

and secondary levels. Without the effort to developing the quality of the teachers, the spirit will not reach the expectation.

The reality shows that the quality of Indonesian teachers is evaluated to be very low. In facing the globalization era, the teachers with good vision and have good ability in managing class effectively and innovatively. The changing strategy and learning model are needed to give a sense of joyfulness for both teachers and students. This kind of learning is called “Quantum Learning and Quantum Teaching”, this basically develops a learning model and strategy which is as effective as possible in creating enjoyable learning atmosphere.

In the past and in this globalization era, learning atmosphere is viewed as an environment which is irritating, boring, and low motivating and runs monotonously so the learners learn in such under pressure atmosphere. On the other hand, the teachers are also in such uncomfortable atmosphere and trapped in their daily routines. Because of that, paradigm changing of teachers is needed; from the traditional to the more professional ones. Furthermore, the emerge of the regulation regarding teachers and lecturers requires teacher who has good quality, competency, and certified.

Mulyasa (2005) stated that there are seven mistakes often done by teachers in learning process, they are: (1) taking short cuts in learning process,(2) waiting for learners to do negative behaviours (3) using destructive discipliners, (4) ignoring the learners, (5) assuming themselves as the most clever and knowledgeable, (6) unfair (discriminative); and (7) assert the learners’ rights. Besides the mistakes done by teachers, there are some new paradigms which have to be such consideration for teachers, they are:

1. Not trapped in certain routines but also maintaining themselves to develop and empower their qualification and competencies, it can be done through formal education, seminar, workshops, and other similar activities. Teachers are expected not to be trapped in certain routines; such as: come, teach, go home and those activities are done every time, so they forget to develop their potential maximally.

2. Teachers are able to arrange active, innovative, creative, effective, and enjoyable teaching strategies and model which are able to motivate the learners. Teachers are expected to master several learning strategies, approaches and models, so the learning process can run in conducive yet enjoyable atmosphere.
3. Teachers' domination in learning process should be decreased to give more chance to the learners to be braver, more independent, and more creative during the learning process.
4. Teachers are able to modify and enrich the learning sources so the learners obtain learning sources with more variation.
5. Teachers love what are being taught and love teaching as an exciting profession.
6. Teachers should follow the development of advance science and technology, so teachers have broader knowledge and not left behind by the recent information.
7. Teachers are able to be good model for their learners and broader society by showing good attitude and behaviours, and also have high integrity.
8. Teachers have further vision and able to read the challenge, it is expected that the teachers are ready to face the global changing which are unpredictable and require goo skill and readiness.

Based on the possible mistakes done by teachers, Mulyasa suggested changing the paradigm to increase the professionalism of the teachers. There are a large number of theories related to the teachers' professionalism and their implementation in the school area, as the writers had possessed a lot of experiences on them, it was concluded that professional teachers are the ones who have precise visions. Ibrahim Bafadal (2004: 6) gives his opinion that professional teachers are the ones who have precise visions and several innovative actions because visions without actions like just a dream, action without visions perceive as a journey without destination and it is wasting time; visions and actions can change the world. In relation to this matter, educational institution emphasized on the object of open management and the preparation of infrastructure and superstructure which are able to make teachers feel free yet challenged to keep developing their professionalism. The cultural and structural flexibility in each school, held significant role to make the teachers aware that they have to be innovative in every aspect of education. Teachers are responsible to help learners to possess both hard and soft skills as their weapon in facing all challenges in this globalization era.

2.2 Teachers' Challenge after Reformation

Globalization has changes humans' way of life so, each individual belongs to both society and nationality member. No one can avoid the globalization. Every individual are faced into two choices; taking a part and participate in globalization itself and being a victim and trapped in globalization. Globalization also involved in education sector, it brings several implications both positive and negative. In this context, teachers as the front liners in education have such significant role, thus the teachers are required to posses precise visions and several innovative actions. Since visions and actions change the world.

Gerster (in Kunandar, 2007: 37) stated that teachers' task and roles are getting more difficult as the science and technology developed rapidly now days. Teachers as the main component in education are required to be able to balance or exceed the development of technology. It is expected that teachers' touch at school are able to produce learners who posses high competencies and always be ready to face the challenge with high confidence and self esteem. Now and in the future, school (educational institutions) has to be able to produce high quality human resources, both academically and mentally. Because of that, excellent schools are needed; their characteristics are: (1) possessing dynamic and communicative headmaster who have his/her own freedom to lead the school to excellent visions; (2) possessing visions, missions, and strategies to achieve their mission which have composed systematically; (3) possessing teachers who are competent and highly motivated in running their profession's tasks innovatively; (4) possessing highly motivated and hard working learners in actualizing their ideal learning process; (5) possessing parents and society who are involved in supporting the education. Kunandar (2000:37-38) stated that there are some challenges in this globalization era which has to be faced by the teacher by proposing their professionalism as follows:

1. Rapid development of science and technology. In this kind of condition, teachers have to be able to adjust themselves responsively, skillfully, and wisely. Responsive means teachers have to posses the ability to master science and technology product, especially the ones that closely related to the educational world, such as learning with multimedia. Without mastering science and technology well, teachers will be left behind and become the victim of science and technology and being an 'isoku iki' teacher.

2. Moral crisis that knock down in Indonesia. There are some mutation on life values now days, it influenced by the development of science and technology in this globalization era. Traditional values that give priority on the morality have been mutated due to the development of science and technology. That life values changing are strongly can be felt within the youth. Entertainment, both electronic and printed media which have pornography content influence the adolescence to the negative social intercourse and materialism. Adolescence, actually become victim that dragged along the globalization current thus required everything instant and hedonic.
3. Social crisis, such as crime, violence, unemployment, and poverty that happened in the society. There are some social problems arise as the side effects of industry and capitalism development. Not all society can follow or take advantage from industry and capitalism. They, who are lack of education, access, and economy, will be the victim of advance industry and capitalism. This is one of teachers' challenges to respond this reality, especially in educational sector. School as formal institution and has been receiving the certainty from the society must be able to produce the learners who are ready to live in any condition and situation. Educational sector has to be the solution from certain social problem (crime, violence, unemployment, and poverty) not become a part or cause of social problem.
4. Identity crisis as nation and country of Indonesia. Indonesian citizens are required to have high nationality as Indonesia situated among other countries in the world. High nationality from Indonesian citizens will motivate them to willingly sacrifice their body and soul for their nation and country. Recently, there is a tendency of the adolescence that their nationalism has been decreased. Considering this reality, teachers as the protectors of live values including nationalism are required to give such kind of awareness for the young generation regarding the importance of nationalism in their live as the part of nation and country.
5. Global market whether it is in ASEAN, Asian-Pacific, or the world. This condition mandates the readiness from the human resources. Reliable and excellent human resources are needed to be ready to compete with other nations in the world. Because of those reasons, visionary, competent, and highly dedicated teachers are needed to train the learners with several competencies needed to face this changeable era.

2.3 The Importance of Professionalism in Elementary Teacher

Afrisanti Lusita (2011:9) explained that teachers are the main element in education, since teachers are the most important in educating humans' life. However, in the reality, not all teachers can be someone that inspiring them. The real teachers are the ones who are able to inspire learners. Inspiring teachers are not only trying to reach the curriculum target but also the ones who are able to make their learners think creatively, viewing something beyond them, change it and spread it out again to the wider society. Inspiring teachers produce reformers who are brave enough to change all old habits. Considering the school condition in general, teachers are burdened by all administrative matters which have to be fulfilled as the curriculum target, learning complement, lesson plans and so on and so forth. Based on the rules, it is stated that education at school includes both intracurricular and extracurricular activities.

In intracurricular activities, the teachers in their interaction are not yet able to develop the potential of their learners. As it is known, the objective of education is developing all potential of the learners through creativities and creative thinking. It shows that education means as the development of humans' potential. Because of that, education process at school should not be oriented on the cognitive aspect only or on the other word it is only pointed on the learning achievement inform of mark but also developing other values such as; emotional, personality, spiritual (called character building). The reality is teachers' role is more in teaching not educating. It means that, when teachers are in the classroom, the just simply deliver the material taken from book or in other word it is called curriculum oriented and its characteristic is content oriented (cognitive objective achievement) which is far from the achievement of the real learning objective.

In extracurricular, coaching and developing the learners' potential are not given the right portion. Extracurricular activities are expected to be able to develop learner' potential beyond their academic potential. Extracurricular activities direct and develop learners' potential to have future perception, posses personal discipline, and posses good social awareness.

It is the time to change the paradigm of extracurricular activities at school which are run by teachers and learners. Teachers need new approach to interact in learning process. This time,

teachers give more emphasize on intellectual approach rather or focus on the mark, however, they forget to give the lesson about life skill and socializing. Students are viewed based on their test mark which probably not represents their whole capability. This condition can motivate students to cheat or do bad effort because of the mark requirement; thus the values of education are ignored.

Afrisanti Lusita (2011:11) explained that in learning there at least three approaches which have been formulated and can be done by teachers; they are: (1) emotional quotient approach, (2) spiritual quotient approach, and (3) social quotient approach.

Emotional quotient approach is important to be applied as well it considers that human brain consists of two layer; outer layer (neo cortex) and middle layer (limbic system). In outer layer of the brain, human can count, operating computer, acquiring languages, and other t complicated matter. Through the neo cortex usage it bears intelligence quotient (IQ) or intellectual ability. On the middle layer, there is the emotional and feeling controller which makes humans able to be flexible in socializing, helping others, be faithful, and responsible. Those attitudes are called emotional quotient (EQ) which cannot be perceived as a set of skill to smooth humans' life in the world with a lot of social problems. Through the usage of those two layers of humans' brain, teacher can raise the learners' potential to gain success through developing their sympathy, empathy, hard working and responsibility.

Spiritual quotient approach is the approach that has to be done by teachers to develop their potential through raising their spiritual quotient and teach them the values of their religion. The foundation of spiritual quotient is honesty, wisdom, beauty, and friendliness. The practice of working or learning is that how long someone can work or learn honestly, do everything honestly and based on the regulation. Teachers must emphasize the learners that everything done by humans is their responsibility and as humans they have to give a kind if advantages to other humans, having hard working motivation and highly responsible.

Social quotient approach is an approach which has to be done by teachers in learning process, since social quotient is an ability to understand other people and being wise in daily interaction.

Social quotient is different to academic capability. The reality in our educational sector, the school products are the humans that able to sacrifice other for their own sake, it is the result of the curriculum that makes people more intelligent yet grow a kind of individualistic character especially selfishness. This kind of life style, decrease the sense of working together, tolerance, sympathy, empathy, and other good individual values. Some people may be slow responded, this is perceived as a sign of low social quotient, so teacher can develop their students in this side. It needs to consider that learners come from different social background. On the other side, humans as social creatures cannot live alone. Because of that, it is important to maintain collaboration, tolerance, sympathy, empathy, and other good individual values from the learners.

Afrisanti Lusita (2011:14) stated that besides being inspiring teacher, teachers are required to be innovative as well. In relation to this, innovation is an update or upgrade to the better site through certain ways. In learning innovation, teachers have significant role in classroom learning, they are responsible in arranging learning, running the learning process, evaluating, analyzing the result of evaluation and giving it a kind of follow up. Teachers determine the success of learners, doing more innovation, being the role model.

Afrisanti Lusita (2011:15) stated that qualified teachers enable their learners not only achieving the standardized mark nationally but also gaining knowledge and skill which are important for their lives, thus being innovative teacher to be respected by the learners, teachers have to have some skills such as: communication skill, basic skills (including languages and math skill), technology skills, problem solving skills, literacy, multicultural/multilingual literacy, interpersonal skills, inquiry/reasoning skills, information/digital literacy, and critical and creative thinking skills.

The development of education in this globalization era required teachers to be more inspiring, innovative, creative, and productive. It cannot be denied that a lot of teachers are not yet reached that stage, since the task of teachers are only teaching, so the possibility to develop their mastered lesson are not yet able to do. Teachers as educators are professional workers as it is stated in Undang-Undang No.14 Tahun 2015 about Teachers and Lecturers on first point it is stated that “Teachers are professional educators with the main task is educating, teaching,

guiding, training, grading, and evaluating the learners on the early education stage, formal education, primary education, and middle education.

Afrisanti Lusita (2011:53) stated that creative teachers can be perceived as teachers who never satisfied with the things that they had done to their learners. Teachers try to find the ways to dig their learner' unique potential, so teachers must have the creativity that has to be developed, for instance, they modify the learning material so that it will not be the same as the past years. Furthermore, productive teachers are creative teachers which never satisfied with the things they done; they keep doing reflection through action research in their own classroom. Through collaboration with other teachers, teachers can correct their weaknesses in the learning process and it is written in form of scientific writing (research). This can make them creative teachers. Productive teachers will always write down what they had done. Consistency and commitment to keep writing will make them productive.

Creative and productive teachers grow the writing habit. The result is the writing creative, interesting, and having commercial value with the support of IT, will grow the entrepreneurship within the teachers so it can influence the learners to grow their entrepreneurship, so at the end it will change the teachers as the user of the text book to be the producers/ the writer of the text book of their own lesson.

Learning is an effort to gain the competencies in the form of knowledge, skills, and attitudes which are needed in working world. The effort to develop the effectiveness of learning is done continuously. Learning can be perceived as a system with several components which are integrated one another. In a system, one component is a part of other components to achieve their goals.

Creative teachers will be able to catch the opportunity and it make them to be a productive teachers who give birth to fresh ideas and make them to find several learning systems with different models of learning, they also able to create their own learning medias by themselves to help the learners receiving the lessons better. This kind of teachers become rich, never lack their creative ideas and make them to be more productive in this globalization era. Teachers in

this globalization era are the ones who are able to see the changes, put their learners as an important component in the learning system at school, since students are the subject of the learning process. Howard (in Afrisanti Lusita, 2011: 55) stated that a new dimension of human intelligence. These intelligences are: logic-maths, visual-spatial, kinesthetic intelligence, music intelligence, verbal-linguistics, interpersonal and intrapersonal, and naturalist intelligence.

Creative teachers will be able to find their learners' intelligences, so they can be productive because of what they have found will be something interesting. Because of that, it can be perceived that teachers are professional workers based on the regulation about teachers and lecturers. Professional is a job or activity done by someone that becomes the source of his/her income and it needs qualified capability and skill and also proper education to be teacher. Teachers as learning agents in Indonesia are required to fulfill three requirements; the qualification of minimum education, competencies and educator certificate. Those three requirements are in line with the first point of teachers and lecturers regulation which stated that educators certificate is formal evidence of acknowledgement that given to the teachers and lecturers as professional workers. Moreover, the 11th point stated that educator certificates are given to the teachers who have fulfilled all the requirements.

Ibrahim Bafadal (2004:5) stated that professional teachers are the ones who are able to manage themselves in running their daily tasks. Professionalism is the process from know nothing to know something, to immaturity to maturity. Glickman (in Ibrahim Bafadal2004:5) emphasized that someone will work professionally if they possess the ability and motivation, teachers can be said as professional when they have capability and high working motivation.

Trianta (in Wahyudi, 2012: 101) stated that the effort of increasing the quality of teachers' professionalism are closely related to the effort to increasing the quality of national education as teachers are part of educational system itself. The paradigm of educational system includes several factors in it, they are: input, output, and the process of education. Matja (in Wahyudi,2012:101) stated that in the process of education, it more emphasize on the effort to motivate the learners to do something more beneficial for society and country, so teachers' role in creating an enjoyable learning atmosphere requires them to be creative and professional. This

is important since in every learning process, teachers have central role as planner, actor, or the evaluator of the learning process itself.

Uzer Usman (in Wahyudi,2012:102) stated that professionalism requirement of certain job basically needs some requirement such as: (1) require good understanding in concepts and theory of certain science, (2) emphasize on skill in certain sector based on their profession area, (3) require proper level of education, (4) require the awareness of the social effect of certain activities, (5) enable the development works in the line with life dynamic. Central role of teachers in increasing the quality of education are urgent to be done. Almost all reformation effort in educational sector such as applying new curriculum and new teaching methods depend on the teachers. Teachers have strategic role in educational field; teachers are the front liner in the effort of increasing service quality and the education result.

Teachers' professionalism in elementary school is important in increasing the quality of education since most of school worker in this level are teachers, is different from the higher level of education such as junior or senior high school or private primary school where the school is managed professionally. Private primary schools have more officers than conventional primary school. The primary school teachers are the front liner and are in basic place to educate the learners to be able to follow the next education level so the qualification, competencies, and the professionalism of primary school teachers need to be prepared well through good teachers' education, selected, and developed continuously. Teachers are important factors in education so they need to get attention.

The effort to increase teachers' quality with school based is needed by teachers, both individually and collaboratively to figure something out so learning and education can be highly qualified. Although to reach the high quality learning and education are not depend on a single component, teachers only for instance, but it is a wholly system that support each other to reach the goal of learning and education itself. However, all components which are identified will not beneficial for learners if it is not supported by the existence of professional teachers. Teachers are the element that determine the success of certain education and closely related to the learners

in their daily activities at school. The effort to increase the quality of elementary education much depends on the level of teachers' professionalism.

In conclusion, the whole components in elementary school learning system are the most essential component and it determines the quality of education, that component is teachers. Their existence determines the success of education. Because of that, it is not exaggerate if it is hypothesis that increasing the quality of teachers with school based is not possible without increasing the quality if teachers.

2.4 Ethno Pedagogy as the Basic of Education practice and Teachers Education

Ethno pedagogy education approach is a usual approach, cultural value which blocked is faced and the good ones are utilized so the local content in the curriculum is not only perceived as accessories. The ethno pedagogy points universally include:

1. Aim: live prosperously, peaceful and calm, getting gloriousness, freedom to achieve the perfect after life.
2. Postulate : healthy (physically and psychologically), having goodness, clever, always true, loving each other, protecting each other, being brave, and balance.
3. The way to achieve the aim: the real cultural action and operational to be inherited through education.

The life goal base on Hinduism is *moksartham jagadhita ya ca iti dharmah*. Related to that goal, everyone should follow certain education. Because humans were created by God with several characteristics. Humans as individual creatures, human as social creatures, humans as religious creatures, human as the most perfect creatures among the other God's creatures. Based on that, humans can be educated, must be educated and also can educate. Besides that, humans has Tri Pramana, they are: energy (bayu), voice (sabda), and mind (idep). With their thinking, humans are able to differentiate between good things (subhakarma) and bad things (asubhakarma). It means that someone can choose something good and avoid the bad ones based on their mind, so they can do some actions based on their religion values. Through sabda (voice) they can communicate or do kind of social contact with the others and able to adapt with the environment around them.

The postulate of ethno pedagogy required humans to be healthy, clever, responsible, discipline, love each other, respect each other, actualizing the harmony, and other things. This becomes the hope of our nation and country so it is explained in the opening of Undang-Undang Dasar Republik Indonesia; they are the national education goals. Ethno pedagogy is the wise way to education revitalizations, because:

1. Educational institution is not only as the center of teaching and learning process but also as the place in understanding and developing the culture.
2. The introduction of the local culture to the learners are needed so they can understand the culture and themselves (Tilaar, 2004).
3. Ethno pedagogy is the educational practice which based on the local genius and comes from the cultural values of certain ethnic which become action standards (Rustman, 2014).

Ethno pedagogy is the basic in education as it is in the line of the philosophy of 2013 curriculum development, thus it comes from the culture of our nation, now days and in the future (Permen No. 69 tahun 2013). In relation to this, Alwasilah (2009) viewed ethno pedagogy as an education practices that based on local genius in several aspects and emphasize on knowledge and local genius as the source of innovation and skill that can be empowered for the society prosperity. This local genius related to how language produced, saved, applied, managed, and inherited.

Djulia (2005) argued that ethno pedagogy which investigates the local genius of local culture can support the development in educational sector and science research. If school and society sciences are investigated more appreciatively and integrative, it is expected that it will produce attitude and action which are more harmonious with the nature, not exploiting or even destroying the nature. Because of that, all elements of science education participants are expected to realize the role of science in wider context, not only at school. Regarding to this, the development of science outer school is needed to be dug out to be empowered in science development. The more social phenomena opened through educational ethnography, the education process to create positive changing will be more challenging.

According to the language meaning, local genius can be understood as local ideas which are wise, and possess high values which are followed by the society. In anthropology concept

(Kartawinata; 2011), local genius is known as indigenous or local knowledge) or local genius which becomes cultural identity.

Local genius is the term introduced by Wales. Wales (in Rosidi, 2011: 29) explained that local genius is the ability of local culture to face the influence of foreign culture when these two cultures relate. Yunus (2014:37) stated that local genius is culture that possessed by certain society in certain places which are perceived to be able to stand out in this globalization era, since that local genius consist of values that utilized as tools to built the character of our nation. Local genius substantially is values that used in the society, whether it is explicit or implicit. It is believed to be true and it is used as pointers in doing certain actions. Local genius has values that are able to affect the humans' choices (forms, ways, goals of certain actions) continuously; tight the individual to do certain action, give direction, and emotional intensity and direct humans' behaviors in daily situation.

Tezzi, Marchettini, and Rosini (2012) argued that the end of this local genius' sedimentation will be transformed into tradition and religion. In society, local genius can be found in songs, proverbs, advice, idiom, and ancient bible that are closely related to daily lives. Local genius is usually reflected in the daily routine of the society. The continuity of certain local genius will be reflected in the values of certain society. The emerge of local genius in the society is the result of trial and error process from several empirical and non-empirical studies or both esthetic or intuitive. Because of that, local genius describes more specific phenomena that become a symbol of certain community or local society. Nurma Ali Ridwan (2007) explained that; those values become guidelines of certain group which become part of their lives and it can be observed through their attitude and behavior of the society in their daily lives.

SUratno (2010) argued that local genius has some characteristics such as: (1) based on the experiment, (2) tested after used for centuries, (3) applicable to recent culture, (4) well-collaborated with society and institution daily activities, (5) commonly done by individual or society, (6) dynamic, (7) closely related to belief system.

The term ethno pedagogy according to Suratno (2010) can be perceived as a message related to the term cultural-characteristics (ethno aspects), and teacher education (pedagogy aspects). Alwiansyah (2009) explained that in general cultural context, ethno pedagogy gives special attention to local genius and local wisdom through exploring the culture of Sundanese as initial model. Ajip Rosidi (2009;43-44) reminded that the modern values of Sundanese has collaborated with other cultures. Some recent postulates are explained related to the characteristics of Sundanese, such as: *hurip, waras, cageur, bageur, bener, pinter, ludueng, silih asah, silih asuh, silih asih, sinegar tengah, singer, motekar, and rapekan* (Kardinata,2010) it can be said that ethno pedagogy viewed local wisdom or local genius as the source of innovation and skills which can be used to empower society to reach the prosperity.

It also happened in Balinese culture (Hindu) which has a postulate;”*saling asah, saling asih, saling asuh selulung sebayantaka*, to reach *Tri Hita Karana*; the humans’ harmony with God, humans’ harmony with others, and humans’ harmony with their environment. The postulate of *asih, punia, bakti* . Related to the education perspective, both Alwasilah (2009:16) and Kartadinata (2010) viewed that education is closely related to social and cultural aspects. Deliberative education means the society transmits and save the idea of life which come from their belief about the meaning of the world, knowledge, and values so scientific foundation is needed regarding these humanity values supported by educational culture.

Based on the analysis of cultural and educational dimension, Alwiansyah (2009, Suratni, 2010) viewed ethno pedagogy as educational practice that embodied local genius in every aspect and use the local wisdom and local genius as the source of innovation and skill to be empowered for the societies’ prosperity. In relation to that, how local genius is produces, kept, applied, managed, and inherited are discussed above. Ethno pedagogy as educational practice with school base shows the relationship of pedagogy and social cultural life in the society.

To recall the values of local genius as the source of innovation in educational field, the empowerment through local wisdom adaptation including the reinterpretation of local genius values, and its revitalization, it relevancy toward the educational institution are needed. Besides that, the collaboration between local governments, university, culturists, are needed to revitalize

the values of local genius and to develop the academic concepts, doing experiment in ethno pedagogy models in learning process. One learning model that is relevant in revitalizing the values of local genius is multicultural learning; it can be collaborated with several management strategies to achieve the goals of education.

In this globalization era, the multicultural context can be used to support the nation's creativity, enrich the intellectual and develop the tolerance toward diversity. Learners who are different in term of ethnic, culture, languages, values, traditions, and religions required teachers to be able to create harmonious learning atmosphere so that there is no crush among the learners. Because of that, teachers have to be able to create the learning process so that all learners (who come from different background) can receive the lessons easily. Through the process of creating harmonious learning atmosphere, learners can develop their self potential which is actualized in form of understanding values, tolerances, faithfulness, awareness as the society member.

Teachers play important role in learning process, since teachers not only transfer the knowledge to learners but also help them to build their own knowledge through learning experiences. The things teachers can be done are transfer relevant material to learners, equip the learners with the chance so they can discover apply their own ideas, and teach the learners how to find their own learning strategies. Teachers are able to take an initiative to manage their learning environment and give optimum change to the learning process but at the end the ones who determine the actualization of learning are the learners themselves.

Teachers have role to help learners in instructing their knowledge. Teachers do not transfer their knowledge, but help the students to build their own knowledge themselves. Teachers are required to understand learners' mind or their learning style. Teachers cannot claim that the things that learners want are the ones that suit them. The key role of learners in educational interaction is control which includes:

- a. Develop learners' independence through providing chances to make their own decision and action.
- b. Grow the ability to decide something and do something through increasing learners' knowledge and skills.

c. Provide supporting system that enable learners' to train optimally

All educational components, including the objectives of education itself are directed to the ideal humans building, the expected humans; the humans who are able to actualize themselves. Because of that, it needs to be considered the development of learners in actualizing themselves, understanding themselves, and realizing themselves. Emotional experience and special characteristics of individual in learning need to be given attention by the teachers in planning, running, or evaluating the learning process. Someone can learn well when they have good understanding toward themselves and able to make decision to direct themselves to their expected destination. Teachers are expected to keep trying so that the education can be beneficial for humans' joyfulness so the learners at school never feel as they are taken apart from their society and environment.

Based on the theory of learning psychology and educational sociology, so the societies expect that learning should be based on interest, need, and the readiness of learners to learn and achieve certain social goals of the school. Education is social process for immature humans to be a part which is active and participative in the societies. School is special environment formed by its society with the aims to simplify, ease, and collaborating several social experiences to be understood, tested, and used by learners in their social environment. The role of educators is not merely to build personal and social ability of learners. Because of that, education is reforming and reorganizing the experiences that able to give meaning to the learners' lives and able to develop their skill in solving the problems which may come to their lives. Based on the reality faced in this globalization and the rapid development of science and technology, it gives challenge to the teachers to produce superior learners so they can compete in business and industrial world. Teachers quality in Indonesia are viewed to be low quality so it needs serious attention to help them do their task and responsibility properly. In relation to this reality, visionary teachers are needed to manage the learning process effectively and innovatively. Teachers need to do kind of changing in learning strategies and models so it can create an enjoyable learning atmosphere for the learners; this kind of leaning model is called "Quantum Teaching and Quantum Learning". Perceiving learning environment as uncomfortable, boring, unmotivated, and monotonous environment make the learner learn in such uncomfortable learning atmosphere. Because of that teachers' paradigm should be changed from the traditional

into the more professional one that based on the regulation of teachers and lecturers. This regulation requires teachers to be qualified, having good competencies, and certified. Professional teachers are expected to be able to face challenges and change their paradigm to be creative, initiative, inspiring and innovative in equipping their learners with soft skill and hard skill, so they can possess the comparative and competitive superiority.

In this globalization era with rapid development of science and technology, demand teachers as professional to be able to change their mind set so their professionalism can be maintained as they run their responsibilities. Teachers who are not able to change their mind set will be left behind. It will be hard for teachers to produce superior learners when they cannot equip them with good soft skill and hard skill to compete in business and industrial world. This matter become the emerge of Undang- Undang Guru dan Dosen that demands teachers to be qualified, having good competencies, and certified.

III. Conclusion

The requirement of education quality is a must and a necessity along with the democratization of education. Cultural and structural flexibility in certain school hold significant role in raising teachers' awareness to be always innovative in all educational aspects. Teachers are responsible in equipping learners with soft skill and hard skill to face the life challenge in this globalization era, this also makes the teachers to face the challenge of how increasing their professionalism. The development of educational sector in this globalization era demands teachers to be more inspiring, innovative, creative, and productive.

The paradigms of national educational system include several factors; they are: input, process, and output. Ethno pedagogy as the basic of education emphasize on the local genius as the source of innovation and it can be empowered for humans' prosperity. That local genius is closely related to how knowledge is produced, saved, applied, managed, and inherited. Ethno pedagogy can be viewed as a message which is related to the term of character culture (ethno aspect) and teacher education (pedagogy aspect). In cultural context, generally, ethno pedagogy is emphasized on local genius and local wisdom through revealing the cultural values. Teachers play central role in classroom learning, since teachers not only transfer knowledge to learners but

also help them to construct their own knowledge through learning experiences. Teachers have role in helping learners to instruct their knowledge. Teachers are demanded to understand the learners' mind or their insight in learning.

Based on the theory of learning psychology and educational sociology, so the societies expect that learning should be based on interest, need, and the readiness of learners to learn and achieve certain social goals of the school. Because of that teachers' paradigm should be changed from the traditional into the more professional one that based on the regulation of teachers and lecturers. This regulation requires teachers to be qualified, having good competencies, and certified. Professional teachers are expected to be able to face challenges and change their paradigm to be creative, initiative, inspiring and innovative in equipping their learners with soft skill and hard skill, so they can possess the comparative and competitive superiority.

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