

## The Concept of Teachers and Its Scope

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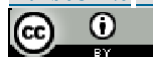
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### ABSTRACT

This paper aims to explain the position of the teacher as the subject of education, which is seen from the ethics of the teacher, the basic skills that must be possessed by the teacher, the duties and roles of the teacher, and the pattern of recruitment to become a teacher. Teachers as central figures in education must have sufficient competence and qualifications from their background, ethics, work or activities other than being a teacher. This research method uses literature review, with primary and secondary data sources, and the analysis used is content analysis. The results of this study indicate that the teacher is a central figure in education. His position cannot be replaced and at the same time serves as an example for students in particular and society in general. As an example, teachers cannot avoid the professional ethics attached to them. Apart from that, the pattern of teacher recruitment must also be carried out not only looking at the cognitive aspect alone, but other aspects such as adab and morality must be the main consideration.

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## INTRODUCTION

Teachers are professional educators. Therefore, implicitly they have volunteered to accept and assume some of the responsibility for education since the parents sent their children to school, indirectly they delegate some of the responsibility for their education to the teachers at the school. They hope that their children will receive knowledge as a provision for success in the future, thus the happiness of their children's lives can be better, in this case parents indirectly also feel it (Presiden Republik Indonesia, 2005). Furthermore, not everyone can apply to be a teacher, meaning that teachers do not only serve as teachers (deliver material in front of the class), however, they are able to position themselves as educators who are responsible for the development of their students, both at school and outside of school. (Suwarno, 2017b). The teacher is an element of education that is very influential in the educational process. In the perspective of Islamic education, the existence, role and function of the teacher is a necessity that cannot be denied. There is no education without the presence of a teacher. The teacher is the determinant of the direction and systematics of learning starting from the curriculum, facilities, forms of patterns to how students should learn properly and correctly in order to access themselves to knowledge and life values. (Harahap, 2022).

In the beginning, the task of educating was the pure duty of both parents, namely those who caused children to be born in the world and those who were directly related to them (Subakri, 2020). Children are born according to their fitrah, knowing nothing and also carrying nothing except a device that is facilitated by Allah in every human being who is born in the world. Therefore, the role of education is very important. Besides that, they also need affection for the development and growth of the child, as what has been said: in one verse which means: And Allah SWT took you out of your mother's stomach without knowing anything. (Wardati, 2019). Departing from this verse it is clear that parents as representatives of Allah are obliged to educate their children, as al-Ghazali said, apple seeds are meaningless before they are planted, therefore, here the position of parents is as the first educators for children. However, because of the development of knowledge, skills, attitudes, and the needs of life that are getting deeper, wider and more complicated, parents feel it is difficult and they need to carry out these educational obligations. (Miharjarudin, 2022). In order for the implementation of education to run effectively and efficiently, educators, teachers and educational institutions are needed. As an educator who takes over the duties of parents as a noble task, it is therefore expected that a teacher will always be honest, selfless and only expect the pleasure of Allah. This attitude will be applied to the teaching and learning process so that it will produce a quality generation. (Solekah, n.d.).

## LITERATURE REVIEW

The nature of the teacher has two meanings, namely the meaning of general and specific meanings. Understanding of teachers in general is the person who is responsible for the development efforts physical and spiritual learners both cognitive, affective, and psychomotor in order to reach a level of maturity so that he is able to fulfill his humanitarian duties both as caliph fi al-

ardl and Abd Allah in accordance with the values of Islamic teachings. Therefore That education in this context is not only limited to people responsible for directing and empowering potential students through teaching and learning activities at school, but educators are adult human beings who are responsible for internalize religious values and seek to create individuals who have a scientific and personal mindset glorious.(Suwarno, 2016). Meanwhile, the notion of educator (teacher) in a special sense is a person who works in the field of education and teaching who have skills and expertise in the didactic-methodical field professionally and get an official teaching certificate who are also responsible for helping students reach maturity through the transfer of knowledge and transfer of value takes place in teaching and learning activities in educational institutions so that students achieve balance and perfection cognitive, affective and psychomotor aspects. Teacher in Sanskrit consists of two syllables, 'gu' and 'ru' 'gu' means darkness, and 'ru' means to dispel, meaning the word 'teacher' refers more to the person who dispels the darkness and bring more understanding and enlightenment. Still in Sanskrit, guru also means "heavy". Perhaps This understanding is based more on the teacher's relatively sufficient task heavy if done comprehensively. In the Big Indonesian Dictionary, the teacher has understanding of people whose work (livelihood profession) teaching.(Ismail, 2019).

According to the Ministry of Education and culture, teachers are someone who has an idea that must be realized for the interests of students, so as to support the best relationship with students, so as to uphold, develop and apply the virtues related to religion, culture, and science. Zamroni believes that the teacher is the creator of the learning process teach. He is the one who will develop a free atmosphere for students to study what interests them, express their ideas and creativity within the limits of consistently enforced norms.(Zamroni, 2017). Besides, the teacher will act as a model for students. Greatness of soul, insight and the teacher's knowledge of the development of his community will lead students to think beyond modern boundaries, think to create a better future. From some of the definitions above, it can be concluded that teachers is a human figure who has a fairly complicated and heavy task, teacher not only limited to conveying knowledge and information, but he must also be able to make students into human beings who have superior morality, high character and values qualified religious, in short to be an ideal human being. In the context of Islamic education, teachers are known as educators which is a translation of various words namely murabbi, mu'allim and mua'dib.(Suwarno, 2017a). The three terms have different meanings different, according to the context of the sentence, although in context certain have the same meaning. The word murabbi, for example, is often found in sentences that orientation is more directed towards maintenance, both physical or spiritual, this kind of nurturing is seen in the process parents raise their children, they certainly try provide full service so that their children grow up with physically fit and a commendable personality and character. As for the term mu'allim, it is generally used in discussing activities that are more focused on giving or transfer of knowledge from someone who knows to someone who doesn't

know. The term muaddib is broader than the term mua'llim and more relevant to the concept of Islamic education.

## METHODOLOGY

This study uses library research methods. Library research is research that is carried out using literature (library), either in the form of books, notes, or reports on the results of previous research. (Zed, 2004) data sources consist of primary and secondary data sources. data analysis used in this research is content analysis. a technique used to analyze and understand text. (Khusnul Auliyah, Suwarno, Uswatun Chasanah, 2021).

## RESULTS AND DISCUSSIONS

### *Nature and Ethics of Teachers*

To be a good educator, Imam Al-Ghazali set several criteria that must be met by a teacher Al-Ghazali argues that a teacher who can be assigned educating is a teacher who besides being intelligent and perfect in his mind, also teacher who is good in character and physically strong With perfection reason he can have a variety of knowledge in depth, and with good morals he can be an example and role model for his disciples, and with his physical strength he can carry out the task of teaching, educating and directing his students. (Anhar, 2013). In addition to the general characteristics that teachers must possess, such as: mentioned above, a teacher must also have special qualities or certain tasks as follows: First, if teaching practice is the expertise and profession of a teacher, then the most important trait he must have is a sense of affection, like the love of parents for their children. Exactly what the Prophet said as a teacher to his friends: From Abu Hurairah, the Messenger of Allah said, "Indeed, my position towards you (companions) Prophet) is just like parents (towards their children)." Loving nature is very important for a teacher to have, because of this trait will arise a student's love for his teacher who in turn will encourage students to master the knowledge taught by the teacher, all the teacher's advice and speech can easily be accepted sincerely.

(An-Naisaburi, 1994). The situation is possible it would be very different if the teacher didn't have love towards his students, it is certain that the students who are treated with hatred and violence by the teacher will tend stay away and keep a distance, students will reject all that given by the teacher and in turn will hinder the process learn how to teach. Second, because teaching knowledge is a religious obligation for every pious person (knowledgeable), then a teacher should not demand reward for his hard work teaching it. A teacher must imitate Rasulullah SAW. who teaches knowledge only for the sake of Allah, so that By teaching that he can be taqarrub (closer) to Allah SWT. Likewise, a teacher is not allowed to ask pitied by his disciple, but on the contrary he should be grateful love his student or reward his student if he manages to cultivate mental and soul. Student has given opportunities for teachers to be close to Allah SWT Third, a good teacher should also function as a teacher directors and counselors who are honest and right in front of their students. He must not let his students learn the lesson higher before mastering

the previous lesson. He Nor should time pass without warning to students, that the purpose of teaching is to get closer to Allah SWT, and not to pursue rank, status and worldly things.(Baharuddin & Wahyuni, 2008).

A teacher can't draw in competition, disputes and quarrels with fellow teachers other. Fourth, in teaching activities a teacher should using a sympathetic, subtle and not using violence, insults, insults and so on. In this connection a teacher should not expose or disseminate students' mistakes in public, because that way can causes the students to have a hard soul, oppose, rebellious and hostile to his teacher. And if this situation happens can lead to situations that are not conducive to implementation good teaching. Fifth, a teacher must be tolerant and willing to respect other people's expertise.(Subakri, 2020) A teacher should not criticize the sciences which is not his specialty or specialty. Habits of a teacher who denounced the fiqh teacher and the fiqh teacher denounced the hadith teacher and interpretation, is a bad teacher. Sixth, a good teacher must also have the principle of admitting there are differences in the potential possessed by individual students and treat it according to the level of difference it has his student. In this connection, Al-Ghazali recommends that teachers limit themselves in teaching according to the limits of ability understanding of his students, and he should not give lessons that cannot be reached by the minds of his students, because it can cause a sense of antipathy or damage the minds of students.

Seventh, a good teacher according to Al-Ghazali is a teacher who in addition to understanding the different levels of ability and intelligence students, also understand the talent, character and soul of the student according to the age difference. To students who ability is lacking, a teacher should not teach complicated things even if the teacher mastered it. If this is not done by the teacher, it can cause a feeling of displeasure to the teacher, restless and indecisive.(Subakri, 2020) Eighth, a good teacher is a teacher who holds fast to the principles he utters, and strives to make it happen that way. In this connection Al-Ghazali reminding that a teacher should never do actions that are contrary to the principles he put forward. On the other hand, if it was done it would cause a teacher lost his authority. He will be the target of humiliation and ridicule which in turn would cause him to lose ability to manage students.

It won't be able again directing or giving instructions to his students While Erial Bulyas and James Yong were quoted by Muhammad Raf'at Ramadlan in the paper *Almuallim wa AlMuta'llim fi At-Tarbiyyah Al-Islamiyah* written by Imad Salih Ibrahim explained that, the characteristics that must be possessed by Educators include:

1. An educator is a director, who directs to students on a scientific tour.
2. An educator is a generator of values spirituality for their students.
3. An educator is a reformer, he is catalyst between the previous generation and the new generation.
4. An educator is an uswah for his students.
5. An educator is a researcher who is constantly adding to knowledge.
6. An educator is an advisor (consultant) who trustworthy, honest and kind.
7. An educator is a broad scholar his insight.

8. An educator is someone who is good at speaking and tell a story.
9. An educator is an adventurous knowledge sincerely teaches his knowledge.

Imam Az-Zarnuji in His Ta'lim Al-Muta'allim explain some of the ethics that must be considered by a teacher. He divides ethics for a teacher into two parts:

1. Ethics related to the personality of a teacher, This first type of ethics includes several things, namely: Attractive appearance, Having knowledge and understanding, Humble, Humility and patience.
2. Ethics related to the task of conveying knowledge, type ethics the second is broken down into several things, including: Directing students to knowledge in accordance with they, Paying attention to the stages of the educational process for students and differences in abilities between them, Giving advice and pouring love to student.(Sholikhudin & Qomariyah, 2016).

Alhusen bin Al-Mansur Al-Yamani explained in more detail other than those mentioned by Imam Az-Zarnuji above, according to him the teacher must apply etiquette and ethics as a teacher, as for the details are as follows:

- a. The adab of a teacher towards his knowledge, this includes 12 kinds, among others :
  1. Make the main goal with the knowledge he teaches for Allah alone, not for seeking material gain.
  2. Always in muraqabatullah (God's supervision) SWT) both in quiet and crowded conditions.
  3. Maintaining the authority of science, not a teacher submit to the ruler or humble himself in front of him.
  4. Spirit of zuhud in the world.
  5. Stay away from work professions that do not dignified or that most people hate, especially those who violate the law'.
  6. Maintain and practice the symbols Islam as well enforce its laws.
  7. Practice the virtues in Islam.
  8. Associating people with good morals.
  9. Cleanse his soul from diseases of the heart, such as hatred, envy, vengeance, anger, arrogant, riya, stingy, greedy, ujub, and others.
  10. Always in a serious and serious condition don't waste time on things that don' there are benefits.
  11. Do not refuse from something that he does not know from people who are below him are good in age, lineage and social strata.(Kitab et al., n.d.).

The nature and manners of a teacher expressed by these figures complement each other and reinforce each other. The nature of the teacher mentioned by Imam Ghazali exists which is not mentioned by Erial Bulyas and James Yong, or Imam AzZarnuji, and vice versa, or which is expressed by

Sheikh Ihusen bin Al-Mansur Al-Yamani was also revealed by Imam Ghazali, Erial Bulyas and James Yong and Imam Az-Zarnuji Of the many characteristics and manners that have been mentioned above, above, there are some interesting things to comment on,(Candra et al., 2020). including is: Imam Ghazali's expression which states that, a Teachers can't demand wages for their hard work To teach it, a teacher must imitate the Messenger of Allah who teach science only because of Allah SWT, so that by teaching that he can be devoted to Allah SWT. What Imam Ghazali said was something that very ideal, that is how a teacher should be do their job without demanding wages, because the teacher indeed are the inheritors of the prophets, and the prophets within carrying out their duties does not expect the slightest material.(Subakri, 2020).

This is described in the Qur'an; Meaning: Follow those (messengers of Allah) who do not ask wages from you, even though they give guidance However, teachers are also human beings who cannot be separated from necessities of life, he needs material to connect life, even to carry out his profession as a teacher, he needs everything to support profession, including material needs. The teacher ethics expressed by Imam Ghazali perhaps less relevant if applied in institution formal education that implements a wage (salary) system that regular. A sincere teacher does not mean he refuses to give matter, but does not make matter the only thing the main goal, so that his mind is always filled with matter He puts income as a result that will be obtained by carrying out their obligations, namely the sincerity of teaching and study. This type of teacher has the belief that the target his job is to make his students succeed understand the material being taught. Sincere teacher do introspection if there are students who can't understand the teaching material, he tries to take the time to study.(Hasanah, 2015). Chatib Munif is a practitioner and observer education calls this sincere teacher as 'Human Teacher

A teacher should stay away from jobs that undignified or the one that most people hate, moreover who violate the law'. Work that violates the shari'a clearly cannot be done by anyone, let alone an educator. Which interesting from Al-Husayn's expression is that, work which is not dignified should not be done by an educator even though the job is a job lawful. Al-Husayn's expression implies that, the teaching profession is a very noble profession because This profession is directly related to science, so it should be the person with knowledge cannot do things that reduce his authority, including in terms of profession.(Arifin, 2021). The 'ban' of the teacher who rides as a pedicab driver or scavengers for example, according to Al-Husayn more based on on reasons to maintain the authority of science, isn't it? 'forbid' these jobs. In my opinion the author, even if a teacher must be forced to look for income outside of his profession as a teacher for reasons necessities of life for example, then he must try as much as possible to find jobs that are not has the impression of reducing his authority as a an educator. Ideally, a teacher should not busy with activities that interfere with his profession, so that he can focus himself on the interests of the child students, so that an educator focuses on his profession then he must meet all their needs, then here it becomes the task of determining the policy of a system to be able to do things.

The reality in our country is that it is still relatively far from hope to fulfill the teacher's wishes, especially a very large number of non-government teachers, how can a teacher who is already married with his wife and children receive income only 200 thousand per month, for example, can focus on himself fully for the sake of educating, of course logically this is something that is impossible to do. Then, the teacher in it must be clever to sort and choose the type work that does not take away his authority and his honor so that he can position himself as an authoritative and honorable educator.(D. Setiyaningsih, 2020).

#### *Duties and Roles of Teachers*

Teachers have many tasks, both formal and informal. If we group it there are 3 types of tasks, the first is a professional task, the second is a humanitarian task, and the third is a task society. The teacher's duties as a profession include educating, teaching, and practice. Educating means continuing and developing values life. Teaching means continuing and developing knowledge and technology. While training means develop skills in students.(Safitri & Sontani, 2016). The task of a teacher in the field of humanity, with an excess of knowledge owned, the teacher is required to contribute to the fellow human beings, regardless of their status and identity, he should give good benefits to passers-by his example, his character, his advice and instructions. The task of society, the teacher must place himself in the an honorable place, because he became the hope of society. To acquire knowledge, it is a must for teachers to educate the nation towards the formation of a complete human being.(Sutisna et al., 2019). The duties and roles of teachers are not limited in society. Even the teacher is essentially a strategic component who chooses important role in determining the progress of a nation.

Therefore, a great nation is a nation that respect the teacher's role in development, on the other hand, a nation that dwarf is a nation that ignores the role of the teacher. reality, developed countries behind their progress pay serious attention to the role of teachers and education. It is said that when Japan was destroyed by the United States in 1945 with the dropping of the bomb atoms in the two cities of Hiroshima and Nagasaki that killed hundreds thousand people, the question the Emperor put to subordinates is, "How many teachers are still alive from how many people died?". Behind the Emperor's question implied such a deep meaning, why not the soldiers who asked by the Emperor even though they were the mos at the forefront in defending and defending the nation, even more soconditions at that time was a very great war atmosphere, why not engineers who are very instrumental in building rebuild the destroyed infrastructure, or the doctors who also plays an important role in the health sector.(Barus, 2017). The answer is because of the soldiers, engineers, doctors and the myriad of professions that others are created by the teacher, it is the teacher who teaches, educates, directing, and forming a student, in the hands of the teacher Students are formed with very diverse professions. Teacher's role what is so urgent is what determines the forward and backward civilization of a nation and state.

WF Connell (1972) distinguishes seven roles of a teacher namely

1. Educators (nurturers),
2. Models,
3. Teachers and mentors,
4. Students (learners),
5. Communicators to the local community,
6. Administrative workers, and
7. Loyalty to the institution.

The teacher's role as an educator (nurturer) is related to the tasks of providing assistance and encouragement (supporter), supervisory and coaching tasks (supervisor) and tasks related to disciplining a child so that the child become obedient to school rules and norms of life in family and society.(Fahrudin & Sari, 2020). These tasks are related to enhance the growth and development of children for gain further experiences such as the use of physical health, freedom from parents and other adults, morality, social responsibility, knowledge and basic skills, preparation for marriage and life family, the selection of positions, and other personal and spiritual. Therefore, the task of the teacher can be called educator and teacher child care. The teacher as the person in charge of discipline children must control every activity of children so that the level of behavior children do not deviate from existing norms.(Ratnawati, 2018).

The teacher's role as a model or example for children. Every child expect their teacher to be an example or model for him. Therefore, the behavior of educators, whether teachers, parents or community leaders, must be in accordance with the norms adopted by the community society, nation and state. Because the country's basic values and the Indonesian nation is Pancasila, then the behavior of educators must always impregnated by the values of Pancasila. The teacher's role as a teacher and mentor in learning experience. Every teacher must provide knowledge, other skills and experiences outside of school functions such as preparation for marriage and family life, good learning outcomes in the form of personal and spiritual behavior and choosing a job in community, learning outcomes related to social responsibility children's social behavior.(Suwarno et al., 2022). The curriculum must contain these things in above so that the child has a personality that is in accordance with the values life that is embraced by the nation and the state, has basic knowledge and skills to live in society and knowledge to grow. Teacher's role as student (leamer). A teacher is required to always increase knowledge and skills so that their knowledge and skills are not outdated. Knowledge and skills mastered is not only limited to related knowledge with development professional duties, but also tasks social and humanitarian work. The teacher's role as a loyalist in educational institutions.(S. Setyaningsih & Wiryanto, 2022).

A teacher is expected to be able to help his friend who need help in developing their skills. Help directly through official meetings or through incidental encounter. The role of the teacher as a communicator for community

development. A teacher is expected to play an active role in the development of all the fields being worked on. It can develop abilities in the areas under their control. Teacher as administrator. A teacher is not only a educators and teachers, but also as administrators in the field of education and teaching. Therefore a teacher is required work on a regular administrative basis. All implementation in relation to the teaching and learning process needs to be administered properly.

Because the administration that is done is like making a plan teaching, recording learning outcomes and so on are documents which is valuable that he has carried out his duties well suggests that. In the broad sense of education, an ideal teacher should be able to act as:

1. The conservator (maintainer) of the value system that is the source maturity norm.
2. Innovator (developer) value system of science.
3. Transmitter (successor) of these value systems to learners.
4. Transformer (translator) of these value systems through incarnation in his person and behavior, in the process of interaction with the target students.
5. Organizers (organizers) create an educational process that can be accounted for, both formally (to party who appoints and assigns it) as well as moral (to the target educate, as well as God who created it).(Ichsan, 2016).

Suggests about the role of teachers in schools, families and communities. At school, the teacher plays a role as a learning designer, learning manager, outcome assessor student learning, learning directors and mentors learners. While in the family, the teacher acts as a educator in the family (family educator). Meanwhile at the community, the teacher acts as a community builder (social developer), community inventor (social innovator), and community agent (social agents). Furthermore, it is also stated about the role of the teacher related to teaching and administrative activities education, personal self (self-oriented), and from the point of view of psychological. In relation to learning activities and education administration, teachers act as:

1. Educational initiator, director, and evaluator.
2. Community representatives in schools, meaning that teachers act as bearer of voice and public interest in education.
3. An expert in his field, namely mastering the material must be taught.
4. Disciplinary enforcers, namely the teacher must keep the participants learn to practice discipline.
5. Implementing education administration, namely teachers are responsible for responsibility so that education can take place well.
6. Leaders of the younger generation, meaning teachers are responsible to direct the development of students at the younger generation who will be the heirs of the future.
7. Translator to the community, namely the teacher plays a role in convey various advances in science and technology to society. In terms of self-personal (self-oriented), a teacher.(Ichsan, 2016).

Act as :

1. Social worker, that is, someone who must provide services to the community.
2. Students and scientists, namely someone who must always learning continuously to develop scientific mastery.
3. Parents, meaning that the teacher is the representative of the parents of students for every student in the school.
4. The exemplary model, meaning that the teacher is a model of behavior should be emulated by all students.
5. The giver of safety for every student. (Syakillah Fi Ismi , Zulfa Nazifah Ramadhanti, 2021).

Learners expected to feel safe in the teacher's education. From a psychological point of view, the teacher acts as:

1. Educational psychology expert, meaning that the teacher is a who understand educational psychology and are able to practice it in carrying out its duties as a educator.
2. artists in human relations relations), meaning that the teacher is a person who has the ability to create an atmosphere of human relations, especially with students so that they can achieve educational goals.
3. Group builder, which is able to form creating groups and their activities as ways to achieve educational goals.
4. Catalytic agents or innovators, namely teachers are people who which is able to create an innovation to make a good thing.
5. Mental health workers (mental hygiene workers), meaning teachers are responsible for the creation of mental health students.(Umi Kulsum, 2021)

#### *Requirements to Become a Teacher*

In terms of fiqh, the condition is something that exists outside of something (which is required), and that something determines there is and whether or not something (law). If this condition is not fulfilled, then his prayer will be invalidated. he had to repeat his prayer again. Requirements to be a teacher, if applied to the extreme understanding above, the teacher should do everything something that makes him worthy to be called a teacher. Because if no, then he becomes 'void' to be a real teacher. Being a teacher is not easy, as the above understanding (see understanding Teachers), that teacher means heavy. He must have There are a number of requirements to become a teacher.(Auliaturrahmah et al., 2021). Miqdad said that the requirements for educators There are three main lines, including:

1. Loving the profession, feelings of love for someone make him will do anything for the satisfaction that he love, including in terms of work.
2. Mastering knowledge and have the talent to teach.
3. Have the determination of soul (patience) in running his profession.(Di & Kabupaten, 2021).

In article 3, article 4, and article 15 of the Law Education and Teaching No. 12 of 1945 can be detailed that The requirements to become a teacher are:

1. Have a teacher's diploma according to his citizenship.
2. Religion or belief in God Almighty One.
3. Physically and mentally healthy.
4. Have a great responsibility towards the profession teacher.
5. Have a spirit of patriotism. (Ghozali & Pratama, 2020).

In PP. No. 19 of 2005, article 28 (paragraph 1) underlines that educators must have academic qualifications and competence as learning agents, physically and mentally healthy, and have the ability to realize educational goals national. Martinis Yamin explained that the academic qualifications for teachers include educational knowledge, skills which has been regulated in the Act. As a learning agent, teachers must have several abilities, including: competence pedagogic, personality, professional and social competence, Then the requirements to become a teacher must be physically and mentally healthy, shows that the teacher's task is a heavy task both physically and mentally, the teacher may not be able to carry out learning if it is always in a physical illness, or a teacher who has a contagious disease that will infect his students, physical health will sustain teacher's success in teaching in class. Sardiman in the Interaction of Teaching and Learning Motivation mentions a number of requirements that must be met by teachers, He classified these conditions into several groups, including:

1. Administrative requirements These administrative requirements include, among others: citizenship (Indonesian citizen), age (at least 18 years), good behavior, submit application. In addition, there are other conditions that have been determined according to with existing policies.
2. Technical requirements In this technical requirement there is a formal one, namely: teacher education certificate. This has the connotation that someone who has a teacher education diploma is considered to have able to teach. Then the other conditions are mastery teaching methods and techniques, skilled in designing teaching programs and have the motivation and aspirations to advance education.
3. Psychic requirements Related to the group of psychological requirements, among others: healthy spiritual, mature in thinking and acting, able to control emotional, patient, friendly and polite, have a leadership spirit, consistent and dare to be responsible, dare to sacrifice and have a spirit of devotion. In addition, teachers are also required to is realistic, has a fundamental and philosophical view. Teachers must also comply with applicable norms and values as well as have a constructive spirit. This is the importance that the teacher must have a call of conscience to serve for the sake of students.
4. Physical requirements These physical requirements include: being in good health, not have a disability that might interfere with their work, no have symptoms of an infectious disease. In physical requirements it also concerns tidiness and cleanliness, including how to dress. Because after all the

teacher will always be seen, observed and even assessed by their students.(Ichsan, 2016).

From the various requirements that have been stated above, shows that the teacher occupies a “separate” part with various special characteristics, especially when it is associated with the task his profession. In accordance with their professional duties, the nature and These requirements can be broadly classified into a wider spectrum, i.e. teachers must:

1. Have professional ability
2. Have intellectual capacity
3. Has the nature of social education.(Auliaturrahmah et al., 2021).

The three conditions of ability are expected to be possessed by every teacher, so that they are able to fulfill their function as educators nation, teachers in schools and leaders in society.

## **CONCLUSIONS AND RECOMMENDATIONS**

Teacher is a central figure in education. His position cannot be replaced and at the same time serves as an example for students in particular and society in general. As an example, teachers cannot avoid the professional ethics attached to them. Apart from that, the pattern of teacher recruitment must also be carried out not only looking at the cognitive aspect alone, but other aspects such as adab and morality must be the main consideration.

## **FURTHER STUDY**

Furthermore, not everyone can apply to be a teacher, meaning that teachers do not only serve as teachers (deliver material in front of the class), however, they are able to position themselves as educators who are responsible for the development of their students, both at school and outside of school. In the beginning, the task of educating was the pure duty of both parents, namely those who caused children to be born in the world and those who were directly related to them. Besides that, they also need affection for the development and growth of the child, as what has been said: in one verse which means: And Allah SWT took you out of your mother's stomach without knowing anything.

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