

THE SPIRITUALITY OF BEING A PRIMARY TEACHER SCHOOL IN A CHANGING CONTEXT TO BECOME A PROFESSIONAL TEACHER

Kitjanat Chalermkerdsrinuansakul

Independent Scholar and Special Instructor, Thailand

DOI: 10.46609/IJSSER.2022.v07i12.002 URL: <https://doi.org/10.46609/IJSSER.2022.v07i12.002>

Received: 17 November 2022 / Accepted: 10 December 2022 / Published: 28 December 2022

ABSTRACT

This article would like to present the issue of conducting and behaving in accordance with the professional ethics of teachers, especially primary school teachers, must work to develop learners with a teacher spirit; teachers must be good role models; teachers must have morals; teachers must be strong citizens; and teachers must be able to maintain themselves to respect the faith of students and community members. By examining, synthesizing, and incorporating the body of knowledge on teacher values, teacher professional ethics, morality, teacher ethics, teacher spirit, teacher law, and circumstances for teacher professional growth, employing case studies, reflection practice, and experiential learning management to apply for self-development as a competent teacher who is informed, up to date, and up to date. However, because of how quickly the world is changing, pupils' conduct outside of the classroom differs significantly from that within, children that are able to speak with one another outside of the classroom engage in a wide range of activities, and even distance is seldom ever a barrier when it comes to emulating behavior. According to the author, spiritual concerns, including the spirit of teaching, have been falling while consumerism and technology have made it easier to get along, the author believes that Thai education has reached a turning point.

Keywords: Spiritual Teacher / Primary School Teachers / Professional Teacher

I. Introduction

In order for Thailand to escape the “Thailand 4.0” era's trap, the country's “education” policy must also keep pace. This policy is what propels Thai education 4.0, which also improves textbooks to better align with the curriculum and encourages kids to develop educational innovations through a variety of projects for local improvement. Another crucial factor to take into account is the growth of a teacher's spirit, since it must be acknowledged that some individuals nowadays solely rely on the profession of “teacher” to earn a living, this level of

fundamental education must be reached (Kasem Wattanachai, 2006). There are many different kinds of teachers, including professional teachers, professional teachers, and teachers in other professions. Volunteer teachers are among them; they finish their daily lessons regardless of whether or not students understand them and request pay based on their students' academic standing, an excellent teacher who uses effective teaching methods is referred to as a "professional teacher". However, this category of "professional instructors" consists of individuals who have a teaching spirit, who are teachers with soul and spirit, who put their pupils at the center of their attention, who care about their students, and who go above and beyond to help them become good people. It must be acknowledged that, because to the numerous systems, the majority of "teachers" in Thailand are likely more "teacher professions", because of the rising workload in particular, instructors are stepping away from becoming professionals more and more these days.

As a result, they pay less attention to pupils than they formerly did, choose professors who solely prioritize having great experience in that sector, and cannot teach if they just have basic knowledge. Instead, they should be looking at those who have the desire to instruct in a professional manner (Department of Education, 1999). However, on the side of Kanjana Jongderm (2010) said that; in order to prepare students for life in society or to educate them to be human, instructors must be professionals or possess the spirit of a teacher who teaches pupils life skills in addition to academic topics. The term "career teacher" is consequently crucial to the Thai educational system. The issue is that Thailand desperately needs decent people, but the government's stance that pupils must be morally upright makes it clear that the process of producing such individuals is now in its infancy, because innovation places a strong emphasis on developing more talented individuals and because it is something that can be measured to see concrete, it is actually necessary to create both good and good individuals who are accountable for their responsibilities rather than shifting the burden to others, building a decent person is a process that requires work and time, and this educational outcome cannot be assessed.

Because professional instructors are not just concerned with teaching and learning, it is necessary to lessen the workload of the teacher in order to foster a teacher's spirit, on the other hand, the teacher must be made aware that additional work is the responsibility of another teacher. However, in order to take care of the student's personal life and help him become a better person, it is crucial to pay attention to all student groups, not just the bright or ordinary students, but also the students who are struggling. The author does, however, think that if there is a conversation between instructors and exposure to a true professional teacher, it can serve to develop a teacher's soul and educate kids to be human. In terms of teaching ability, the author suggests attempting to think creatively, which need not be fancy but should be suited to the setting and surroundings and comprehend the pupils. The young who will eventually take over Thailand

must be both intelligent and moral if the country is to advance into the 4.0 age, it's time to inspire and reawaken the soul of a teacher or “professional teacher” before achieving that objective. (Amonrat Kansan, 2015).

II. A spirituality of teachers for professional

The country's resource is its youth, who should be good, smart, and happy in accordance with the policy, which promotes Thai education. However, many people sound like simple words when discussing a teacher's spirituality, but they conceal responsibility for duties that are very knowledgeable, competent, moral, and ethical. Currently, the study of spirituality as a teacher is not as common as it should be, or if it is, there aren't many of them. This is especially true in the field of education, despite the fact that many professions lack educators and require instruction, because education is the basis of the development of human resources of the country and is also a mechanism linking the development structure of other as well. If the government or ministry of education does not place significance on the development of teachers into prospective individuals who are full of teachership spirit and who are prepared to act with high ideals and the dignity of being a teacher. Thailand is now experiencing a teacher shortage in disciplines including Thai language, English language, mathematics, and science. The government organizations in charge of Thai education and the ministry of education must take these difficulties into consideration. The government should research characteristics in the spiritual environment that may be recognized and their compatibility with the term “spirituality” as a teacher, with the purpose of encouraging and producing instructors to satisfy the demands of society. It should possess the qualities necessary to be a successful teacher and a role model for the target audience in spiritual education. As a teacher, it will serve as a crucial instrument for the nation's teacher development(KamolSudprasert, 1997). According to educational economists, investing in education in accordance with economic, social, and national development will pay off in the form of a teacher with spirit. Education is not a consumer good, but rather an investment.

III. Spirituality of Teachers

In a nutshell, the word “spirit” describes what is within of oneself, personalizing scholars have divided the concept of the soul into three categories: enlightenment, awareness, and mind.

1. The term “individuality” refers to the personification of a person's personality, their uniqueness, which results from intuition leading to action and the emergence of trust in a certain issue.
2. High esteem, refers to the wisdom of the principles of life such as goodness, merit, virtue, ethics, conscience.

3. Abstraction, which describes a human structure that extends beyond the physical body and the ethereal mind and that developed from how people thought about and interacted with their surroundings, is a source of inspiration, tenacity, and energy for achievement and enjoyment.

The ability to fulfill the tasks of a teacher with integrity, ethics, and a desire to help pupils reach their full potential is known as the “teacher spirit”, a psychological and behavioral feature that is visible to society, combining sacrifice, creativity, awareness of the growth, becoming a role model for others, and an enthusiasm for learning and self-improvement. In line with the concept of SuthatSangkaphan (2015) given that teachers are one of the most crucial components of the education system, it is argued that educational quality improvements must include an emphasis on improving teacher quality. However, since educators understand the value of employing a range of instructional techniques to impart knowledge and prepare students to lead specialized careers, they also cultivate in their pupils an appreciation for the nation's traditions, arts, and culture as well as a sense of duty to uphold the security, stability, and independence of the country. Which occupations are considered to have key components include teachers it is a career that uses the process of wisdom in service to offer services to society in a particular way as well, there are numerous and in-depth methods of education and training available for this profession. Professional institutions are focused on developing professional standards, and professions have professional ethics, using a sufficiently long time period to be steady in the usage of that profession meets the criteria.

Concluded that teacher spirit means a person of love, faith in the profession of a teacher has a strong mind, determination to perform one's duties, pride in being a teacher. Teachers must develop themselves to be innovative, modern, passionate about teaching, have selflessness, morality, and ethics, be prepared to impart information to students, devoted to helping students grow, and act as role models for both students and society.

IV. Spirituality of Teachers Professional in Current Situation

The expectation of parents who wait and hope that their children will receive a decent education, without academic credibility and without class distinction, is as demanding as the spirit of professional instructors in society. These expectations are, however, carried by the duty-bearers "teachers," who are people who are liked and respected by society with the honor of a profession since all parts of Thailand have equal access to education. A teacher is therefore a role model or role model for physical, verbal, and tender-hearted, and socially expressive behavior, indicating compassion for all students and peers join the event. Since instructors' conduct affects society and pupils in terms of education, selflessness, and responsibility for carrying out tasks, it serves as a good example for students to follow in terms of behavior. Since instructors are in charge of

imparting information, they have a role in students' performance since youth education can be efficient or ineffective for a variety of reasons other than the students themselves, by demonstrating knowledge, talent, and both science and art in one person, while also instructing pupils to be educated with sacrifice, love, and compassion for others, as well as to commit themselves to their jobs without tirelessness or difficulty. However, it is clear from the above that instructors should create educational, pedagogical, and training activities that support teaching and learning if they have the mindset of a professional teacher.

(DujaduenPhanthumanawin, 2008).

The Office of Social Promotion of Learning and Youth Quality (2014) stated that the 21st century teacher quality must reflect the spirit of being a teacher. Including individuals with the mental and spiritual capacity to teach, as well as those with knowledge of and expertise in learning management, communication skills that enable successful learning, awakening, up-to-date, up-to-date, and the ability to serve as a moral, ethical, and moral role model. While a strategy is a plan or way to make an organization's operations happen, success in that direction must align with the organization's vision, to do this staff members must participate in the preparation and implementation of the strategy, which will then result in the improvement of the organization's operations' quality and efficiency.

Concluded that continual self-improvement with knowledge, particularly abilities in technology and teaching skills, exemplary conduct, and well wishes to students, wishing all students a successful work and to be a decent citizen of society. These teachers' practices are also known as “teacher spirit”, which refers to a teacher's practice of perseverance, tenacity, and commitment with soul and spirit committed to teaching, to establish awareness and a dedication to their jobs, attempt to preserve their professionalism and dignity, and most importantly, have trust that the teaching profession is devoted to self-improvement, instructors must constantly design lesson plans. Teachers are effective in their work responsibilities and need to always improve themselves. To succeed, one must be born from the formation of “mind” or “awareness”, possess a love for teaching, and be willing to make sacrifices for society. Society needs teachers who have a sense of being a teacher; being selfless, patient, devoted to teaching, or administration is counted as “a spiritual teacher being a teacher”. How many teachers develop each year will depend in part on the agency; whether it will give these teachers the opportunity to develop themselves in education or not, to execute tasks and continually improve oneself while taking care to act morally and professionally, since these traits would help one become a “professional teacher”. Teachers should therefore have three characteristics that are; (1) seek knowledge Improve yourself all the time, focusing on the intention of your colleagues to succeed together, (2) good wishes it is an idea that transcends the level of logic and logic, an idea that comes from

the soul or the subconscious, and (3) build self-confidence, commitment to work, and faith in the results of work.

V. Conscience and Spirituality of Teachers

A real teacher must be a doer of good, which entails being diligent and hardworking, giving and sacrificing, steady and tolerant, and watching one's behavior to ensure that it follows a decent pattern, is honest and maintains sincerity, trusts neutral, and does not succumb to bias. SuphalakThadsri (2011), cited in the Department of Public Relations the Prime Minister's Office stated that; In the past, many instructors exhibited the traits of a professional teacher, such as being teachers of love and spirit who treated their pupils like their own children. However, throughout time, there has been a wave of change in many areas, making the number of professional teachers alarming. For whatever reason, it's a fantastic concept, but nobody wants to spend too much time planning a new system that will turn instructors of teachers become professional teachers, so they can be a good example to their pupils. Teachers who are persuaded they can project the ideal of a good teacher, i.e., a teacher who appreciates the life of a teacher and respects the honor and dignity of being a high-professional teacher. Additionally, the teacher must impart the DNA of kindness to the student with the conscience and spirit of a real teacher, increasing the teacher's awareness and spirit to be situation-appropriate, because the role of the teacher has historically been gravely undervalued by society, raising issues. For many reasons, such as smart people do not study teachers, teachers teaching teachers slack in the performance of their duties, teachers' workload is high, motivation is low, development system is not effective, development training does not meet the needs, etc.(Kan Amphanon, 2017)

The first step in “teacher consciousness and spirit” is probably to restore as much faith as you can to the teaching profession. The definition of teacher spirit, or the spirit of the highest teacher spirit, is to educate and enlighten pupils as they are developing intellectually, to provide students with a good quality of life, teachers should be teachers with a sincere heart, should adhere to and abide by the professional ethics of teachers. Professional teachers are not just professional instructors; they must also possess certain qualities in order to be professional teachers in their respective professions, practice in regard to professional standards is crucial and essential to become a spiritual teacher. In order for students to receive the knowledge and skills that teachers impart in this way; teachers must have a commitment to their profession as educators. Additionally, in order to conduct themselves in a way that makes others happy, teachers must be kind to the students and the people around them. Teachers must constantly be outgoing and willing to provide a hand to those in need; if they can put these principles into reality, teachers' spirituality will undoubtedly develop.(Ministry of Education, 2008).

As a result, the spirit of teaching should be developed in the minds of people who are molds of the previous life, should have a core passion for teaching occupations to those who do not know, and must achieve the aim of having a body in order to understand with an unwavering heart and a pure mind. Being a teacher requires a core mindset, the desire to impart information to students, and compassion toward them, they also support and encourage themselves to learn new things that are constantly changing according to the globalization era.(Faculty of Education, Chulalongkorn University, 2010)

VI. Guidelines for Self-Improvement to Become a Qualified Teacher in Accordance with Teachers' Professional Ethics

A professional teacher is one who is prepared in all areas of becoming a teacher, according to the academic's department. This includes knowledge, ability, and skills in educating students in all subject areas as well as excellent behavior, good care for kids, a teacher's spirit, and responsibility in spirit. Because most teachers graduated from the same institutions that produce teachers, or because they are different from the university they graduated from, it is clear from this definition that professional teachers are on a different level than those who are in the profession of teaching, despite having the same professional knowledge. However, every teacher has a very varied beginning point for their profession depending on whether they are hired as a public-school teacher or work in a private institution. Being able to uphold the four qualities that make a good teacher, which are listed in the professional teacher path handbook for teacher assistants of the office of personnel and legal management system development office of the basic education commission, distinguishes a professional teacher from a typical professional teacher, these qualities are:

- (1) Teacher's ideology: for professional teachers, maintaining the teacher's ideology over salaries, demonstrating compassion for students, making sacrifices, and striving to work toward the objective of developing learners to their full potential in accordance with their own abilities are of utmost importance.
- (2) A good teacher should have the following qualities in order to meet professional standards: knowledge of educational policy, comprehension of the curriculum and subject matter taught, teaching abilities, and the ability to accurately measure and evaluate students, these qualities are shared by the majority of professional teachers, follow up on the situation of the country regularly able to capture issues and analyze problems, able to support and promote teaching and learning in terms of student care, teaching materials management, and assisting in administrative support tasks in schools such as supplies or administrative work, have morals and ethics according to professional ethics, always be aware of how to advance the community and oneself. Synthesized from professional

standards, the qualities of a good teacher demonstrate how one should behave oneself, one's pupils, one's school, and one's surrounding community.

- (3) The sufficiency economy: although teaching is not a high-paying job, it is now one that has been mentioned in relation to debt, which is extremely improper. Nevertheless, the teacher's wage is adequate, if sufficient and controlled. A reasonable amount of debt is not a problem, but the majority of the time, it is a characteristic of having so much debt that it interferes with work and prevents instructors from doing their duties at all because teachers always worry about debt, to live a life of moderation, rationality, and healthy self-immunity, according to King Rama IX's remarks, is the attitude that professional teachers have put forward, this has allowed them to live in the teaching profession as a good and joyful role model.
- (4) Morality used in the performance of work: professional teachers are required to uphold morality at work, and there will be morality in the teaching profession in accordance with professional norms; compassion for students, be fair, responsible, disciplined, diligent, patient, economical, love and faith in the teaching profession, and democratize work and life.

A person who engages in the primary profession of teaching and learning, as well as fostering learners' learning through a variety of approaches, is referred to as a "teacher" at prekindergarten, elementary, and postsecondary schools, both public and private, that are below the degree level. Other educational personnel include anybody who supports education by working in numerous educational departments in management, supervision, and educational administration roles relating to teaching and learning. While in the practice of teaching, professionals must operate in accordance with their knowledge base and level of expertise (requirements for knowledge and expertise in learning management or educational management; entrepreneurs' professional backgrounds must be sufficient to allow for professional practice). (KanatThatthong, 2011)

Performance standards, or the requirements connected to performance characteristics or conduct, as well as the creation of work to reach outcomes objectives or goals of the teacher's job, are knowledge that every successful teacher must possess. It must also be a person who constantly trains himself to become more skilled or proficient, and must know the standard of conduct, is to have understanding it is precisely about the professional ethics of teachers, which teachers must adhere to in order to maintain, promote, and maintain prestige and reputation, and the status of teaching the profession to be credible and faithful to the students, community, and society, which will bring about the prestige of the teaching profession.

VII. Conclusion

A trait of a teacher that is obvious, commendable, and acceptable in both formal and informal performance, and informal with morality and ethics, is called teacher spirit. Along with the realization of holistic development with sincerity, sacrifice, curiosity, search, create, convey, cultivate, and being a good role model of society, everyone, including teachers, must have good intentions, the knowledge to develop students according to their potential, and these qualities must be shared by all members of society. According to Snyder & Lopez (2007), a person with a teacher spirit is one who exhibits traits such as faith in the teaching profession, sacrifice, patience, responsibility, knowledge of their role in duty, commitment to that role, love and compassion for their students, understanding, respect, self-worth, and others, as well as being a good role model for society.

1. Faith in the teaching profession: refers to having love, pride, admiration, and belief in a job that is treated as an honorable and socially important profession.
2. Responsibilities: refers to the performance of one's roles and duties towards students, colleagues, executives, and related parties, successfully completing assigned tasks. complete, and responsible for the consequences of their own work.
3. Sacrifice: it means devoting, sacrificing time, sacrificing one's own strength, wisdom, sacrificing one's own happiness, property, necessities for the benefit of the students as a whole, as well as voluntarily and without expecting anything in return.
4. Tolerance: refers to the acceptance of adverse emotional, behavioral, student and peer problems, including hardships, and obstacles to performance.
5. Role-recognition: refers to conceiving, recognizing, understanding, and acting in one's own framework as a multi-status ready to practice.
6. Commitment to duty: refers to the fulfillment of the assigned duties with the full will of one's own abilities and potential, not just knowing that it must be completed.
7. Love and compassion for students include acknowledging empathy, assisting, encouraging, not hurting, educating, instructing, advising what is right, providing explanations and reprimands when a student behaves badly, and sharing equally with all students in the advancement of all academic and subject-related endeavors.
8. Understanding, respect for oneself and others: means having the confidence, faith, appreciation, potential of oneself and others as capable of doing things and developing.

9. Social role model: to express, behave, conduct in such a way that students and others may see and understand both physical and verbal behavior, in accordance with social standards and in a timely manner, values, and a decent culture, can be an example that will be the standard in how to behave to others.

The teacher spirit therefore refers to a person's disposition to have a mind that functions to lead to recognition and pride in teaching others, wherein such characteristics include carrying out one's obligations as a teacher, treating pupils fairly, believing in the potential of people, and making sacrifices for their profession. In summary, the attributes of teacher spirit it consists of having love and faith in the teaching profession. Being a good role model for others in society means carrying out one's obligations as a teacher with devotion, effort, and patience, it also means believing in the potential of others. Teaching psychology refers to instructors who apply psychology in the classroom, comprehend learners, and have the ability to adjust instruction to meet the needs, interests, aptitudes, and intellect of learners. Teachers must instruct and monitor students to preserve order, develop their personalities, and make the necessary adjustments, this will allow students to understand themselves and others as well as to improve their own conduct.

References

- Amphanon, K. (2017). *Being a teacher*. Faculty of Education, Phetchabun Rajabhat University.
- Department of Education. (1999) *Leadership teacher: model of learning reform*. Bangkok: Religion.
- Faculty of Education, Chulalongkorn University. (2010). *Teacher Guidance Training Manual*. Bangkok: Printing House of Chulalongkorn University.
- Jongderm, K. (2010). *The spirit of an experienced teacher*. In diamonds in Bangkok immigration: Srinakharinwirot University.
- Kansan, A. (2015). *The Development of Spirituality Indicators of Teachers under the Office of the Basic Education Commission*. Graduate school, Sakon Nakhon Rajabhat University.
- _____. (2016). *Development of indicators of teacher spirit*. Nakhon Phanom University Journal 7, 1 (January-April 2017): 7-15.
- Laothong, N.(2010). *The Development of the Spirituality Measurement Model for Teachers*. Journal of Research Methodology, 23(1), 30-50.
- Ministry of Education. (2008). *Basic Education Core Curriculum 2008*. Bangkok: Teachers Council of Thailand Printing House, Ladprao.

Phanthumanawin, D. (2008). *Synthesis of research on morality*. Ethics at home and abroad.
Bangkok: Virtue Center.

Sangkhaphan, S. (2015). *Why 21st Century Skills? 21st Century Skills:Why? "TEACH LESS, LEARN, MORE"*.Mahasarakham: Mahasarakham University.

Sethabutr, S. (1998). *English dictionary: Thai*.Bangkok: Thai Wattana Panich.

Sudprasert, K. (1997). *An Analysis of the Roles and Duties of Thai Teachers*. Bangkok: Office of the National Education Commission.

Snyder, C.R. & Lopez, S. (2007). *Positive Psychology: The Scientific and Practical Exploration of Human Strengths*.London: Sage Publications.

Thadsri, S. (2011). *Spirituality in Daily Life*. Bangkok: Faculty of Public Health Mahidol University.

Thatthong, K. (2011). *Teaching Thinking: Learning Management for Thinking Development*.
Bangkok: Petchkasem Printing.

The Office of Social Promotion of Learning and Youth Quality. (2014). *8 Basic Morals*.
Bangkok: Office of the Education Council Secretariat.

Wattanachai, K. (2006). *Real and Sufficiency Learning*. (Fourth printing). Bangkok: Pimdee Printing Co., Ltd.