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## GLOBAL TEACHER FORUM: ROLE AND IMPACT FOR ENGLISH TEACHER

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### Abstract

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The openness of access to information supported by an adequate infrastructure of technology systems makes barriers between countries disappear. The internet has indirectly united the world's citizens in one network. The internet provides unlimited information that can be utilized by every user, including teachers as educators. In its development, a global teacher forum emerged which was designed as a medium of communication, collaboration, and various other purposes. This study aims to look at the role and impact of global teacher forums on English teachers using a qualitative descriptive method. Data was collected using the SLR (Systematic Literature Review) technique from various sources. To sharpen the findings, researchers also collect data through interviews with English teachers. The results of the study reveal that global teacher forums have an educational role, a teaching resource role, and a collaborative role among various stakeholders. Meanwhile, at the impact level, research reveals that the global teacher forum has an impact on increasing collaboration, teaching quality, strengthening communities, encouraging innovation, and representing the interests of teachers globally.

**Keywords:** Teacher forum; English teacher; Roles; Impacts; Global Teacher Forum

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## INTRODUCTION

In an education system, the teacher is an important element (Setyani et al., 2021; Tatto, 2021). Teachers are the main actors who implement national education policies. Therefore teachers must receive full support from stakeholders in carrying out the mission of educating students. These supports can be in the form of increasing welfare (Fajar, 2022), increasing self-capacity, and optimizing the function of empowering students rather than procedural or administrative activities. In other words, teachers must be able to become a support system for students in learning (Manowalulou, 2021). Thus, administrative obligations must be simplified.

Current digital developments have transformed many things in human life, including how a person obtains, distributes and uses information. In other words, knowledge can be obtained using fingers (Bute & Kumbhar, 2021) who surf the internet. This also transforms teaching and learning activities by teachers to students (Vaskivska et al., 2021). Teachers and students are now integrating the search and search for digital information in acquiring knowledge or solving problems. However, unfortunately there are still many teachers and students who stop using the internet to find information. There are still many things that can be optimized from digital information systems. In other

words, the activities of most teachers in digital are passive, namely seeking information, not providing information. In fact, with its various features, digital information systems provide various opportunities for teachers such as building a network of friends with teachers in various countries and seeking opportunities for collaboration (Honigsfeld & Hordmeyer, 2020).

Various efforts have been made to reduce inequality between teachers, both from a geographical perspective and from adequate infrastructure support. Therefore, the government made policies such as providing teacher professional allowances as a measure to increase welfare. In addition, the government has also launched programs aimed at improving the quality of teaching such as training (Anggraini et al., 2018), the "guru penggerak" program, and optimizing the role of the *MGMP (Musyawarah Guru Mata Pelajaran)* (Budiaman et al., 2020; Budiarti et al., 2021; Siahaan, 2019). Through these policies it is hoped that they will be able to improve the quality of teaching in the classroom including the delivery of material, assignments, assessments, and evaluation of the learning process.

Previous research has shown that *MGMP* can effectively improve teacher professionalism (Maure et al., 2021; Sukron, 2016), develop competencies (Caswita, 2020; Sukron, 2016), and increase administrative abilities (Komariah, 2021). In other words, the *MGMP* has a significant role for teachers. However, the effectiveness and optimization of the *MGMP* depends on the professionalism of management and the human resources in it. Synergy and a strong desire to learn for teachers is the key to the effectiveness of the *MGMP*. Synergy will also eliminate social inequalities in forums. In addition, teachers will have diverse perspectives in addressing the dynamics of learning in the classroom.

Various global-scale institutions and institutions are competing to initiate forums in the form of forums and websites that contain learning resources for teachers, especially during the Covid 19 pandemic, such as (British Council, 2023; Cambridge, 2023; Oxford, 2023; Pearson, 2020; Scholastic, 2020) and so on. So that there are opportunities for teachers in Indonesia to develop themselves. There are many aspects that can be researched from the development of this global teacher forum, but this research only focuses on the role and impact on English teachers.

## **METHODS**

This study used descriptive qualitative method. The qualitative descriptive research method is a research approach that aims to describe the phenomenon or problem being studied in a detailed and structured way. This method involves collecting data qualitatively through observation, interviews, and analysis of documents or recordings (Sugiyono, 2016). As for data collection, this study used the *SLR (Systematic Literature Review)* method (Xiao & Watson, 2019). *SLR* is a systematic and structured research method for reviewing, analyzing, and synthesizing previous research in a particular field. This method aims to provide a comprehensive and objective review of the research that has been conducted, so that it can be used to gain a better understanding of a topic and identify areas that need further research (Dorval et al., 2019). In addition, this study also collected data through in-depth interviews with teachers involved in global scale forums.

## RESULTS & DISCUSSION

From the visualization and table above it can be seen that much research has been done on the topic of teacher forums, although in terms of quantity it is not as much as research on English, classroom learning, and online discussion forums. Then the teacher forum research is related to the level of effectiveness, implementation, and activities in it. Another interpretation of the visualization above still requires research on the role and impact of teacher forums on teachers, especially English teachers.

### *Roles*

The formation of teacher forums is basically based on the desire to help teachers solve various problems and answer challenges around teaching and education. Teacher forum initiators design systems that accommodate teachers' interests. Based on the results of a review of several studies and supported by observations at several global teacher forums. In addition, to strengthen the argument, the researcher also included the results of the interviews. The following are the roles of the global teacher forum for English teachers:

#### 1. Self-Empowerment

As a teacher, the teacher must be a role model for students as longlife learners (Bañeres & Conesa, 2017). English teachers must be able to adapt to scientific developments (Amatullah et al., 2022; Petek & Bedir, 2018). Several international institutions that are active or concerned in the field of education are trying to bridge the knowledge gap between teachers in developed and developing countries. Several institutions such as Cambridge University, BBC, British Council, and Oxford University provide learning resources for the 4 basic English skills (listening, speaking, reading, and writing). In addition, several other organizations provide free English proficiency test preparation training such as TOEFL and IELTS to teachers.

#### 2. Learning Resource

The industrial revolution 4.0 has transformed all aspects of life without exception of education. The way students learn today is different from the generation before the internet controlled human life. With the availability of an abundant variety of information, the teacher is no longer the only source of information (Tenny & Arifianto, 2021; Trisnani, 2018). Therefore, teachers are required to be creative in managing the class. Teachers are no longer able to use learning resources from printed books but must be able to use the internet as an alternative source of teaching materials.

The global teacher forum is the right place to get information related to learning resources. The advantage of the global teacher forum is that it provides teaching materials that come from teacher best practices so that they are easier to apply in English classes internationally.

#### 3. Collaboration Media

Collaboration is one of the keywords to improve the quality of Indonesia's human resources through education. Disclosure of information requires teachers to be more open, including readiness to collaborate (de Jong et al., 2019). The ability to collaborate is also a 21st century skill that both teachers and students have. Collaboration is also able to increase Indonesian teachers' awareness of global issues in the field of education. That is, through collaboration, teachers are expected to participate in providing solutions to various educational problems on an international scale.

Several global teacher forums such as HundRED, Oxford Learning Exchange, Qitep in Language, and the American English Teaching Forum encourage teachers to collaborate innovatively to solve educational problems and challenges. In addition, they also contest innovative ideas to get funding. This is an opportunity for Indonesian teachers to be able to contribute and show that our capacity is not inferior to other countries.

### ***Impacts***

International teacher forums can have a significant impact on education and teaching around the world. The following are some of the positive impacts that an international teacher forum can have:

1. Increase collaboration between countries: International teacher forums can help increase collaboration between countries in education and teaching. This can allow teachers and policy makers to share experiences, ideas and resources, and adopt best practices from around the world.
2. Improving the quality of teaching and learning: By introducing best practices from around the world, international teacher forums can help improve the quality of teaching and learning in countries that do not yet have access to the same resources and information.
3. Strengthening teacher communities: International teacher forums can help strengthen teacher communities around the world, and build social networks that help teachers share experiences, resources, and support.
4. Foster educational innovation and development: International teacher forums can promote educational innovation and development by encouraging teachers to create and test new practices in teaching and learning. This can help improve the education system as a whole and improve the quality of education worldwide.
5. Representing teachers' interests globally: International teachers' forums can be the voice of teachers at a global level, and help fight for the rights and interests of teachers around the world.

Overall, international teacher forums can have a very positive impact on education and teaching around the world. By strengthening the teacher community, fostering educational innovation and development, and increasing collaboration between countries, international teacher forums can help create better and more inclusive education systems for all children around the world.

### **CONCLUSION**

The global teacher forum is a logical consequence of humans as social beings and the development of information technology. The existence of a global teacher forum is a golden opportunity for teachers in Indonesian to participate. Various benefits can be drawn from the existence of this global teacher forum such as self-development, social, cultural and economic benefits. The active participation of teachers in international forums also shows Indonesia's involvement in overcoming global education problems and challenges. In this study, the global teacher forum plays a role in 3 aspects, namely the role of education, the role of teaching resources, and the role of collaboration. Meanwhile, at the impact level, research reveals that the global teacher forum has an impact on increasing collaboration, teaching quality, strengthening communities, encouraging innovation, and representing the interests of teachers globally. However,

researchers see that there is still an opportunity to expand the role and impact of the global teacher forum.

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