

# **The Urgency of Philosophical Thought For the Development of Teacher Professionalism**

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## **ABSTRACT**

This study aims to explore the urgency of philosophical ideas for the development of professionalism of teachers and education praxis. This research uses qualitative approach. Research subjects are Head and UPT managers, School Supervisors, Principals and teachers. Data collection techniques in the study were FGD, interviews, and documentation. The results showed that in running the practice of education, teachers face a dilemma in interpreting the philosophical foundation that became the reference of school education praxis. Empirically, teachers are also faced with a complicated choice because of the dominance of administrative duties that shift the educative role of teachers. The implication is that there are reductions in various aspects of life in schools, especially social relationships where the proximity of teachers with students becomes increasingly stretchable. Teachers are also increasingly distant from the figure of ideology that dreamed. The increasingly materialist dimension of materialism makes social relationships in schools inevitably a dry academic interaction of humanistic and social values.

*Kata Kunci: urgency, philosophical thinking, teacher*