

THE STUDY ON PROFESSIONALISM TEACHER PROFILES IN THE PROVINCES OF WEST JAVA AND BANTEN

Dinn Wahyudin, Ahman, Yadi Ruyadi, Yulia Rahmawati, Gilang Nur Rahman

Article Info

*Corresponding Author:

Dinn Wahyudin

Email: dinn_wahyudin@upi.edu

Abstract

Teacher professional competence is a very basic requirement in an effort to realize quality education management. This study aims to reveal the professional profile of elementary, junior high school and vocational school teachers in West Java and Banten Provinces, from the aspects of academic qualifications, aspects of mastery of science, aspects of planning, implementing and evaluating learning, and aspects of self-development. The method used is a descriptive method with a qualitative approach, with data collection tools used are observation, interviews, and documentation studies. The data obtained from the field were analyzed qualitatively using inductive analysis techniques. Based on the research results, it is concluded that from the academic aspect, the teachers have obtained a bachelor's degree (S1). Professionalism from mastery of science, teachers generally need to improve their abilities in the scientific or pedagogical fields. In the aspect of learning, teacher professionalism needs to be improved on methodological abilities and aspects of learning innovation. Another finding is that to improve teacher professionalism, the ability to research and write articles needs to be further improved.

Keywords: Teacher professionalism, quality education, self-development

Introduction:

The issue of teacher professionalism is increasingly being discussed in Indonesia. Teacher professionalism is often associated with three important factors, namely teacher competence, teacher certification, and teacher professional allowances. These three factors constitute the background which is allegedly closely related to the quality of education. Professional teachers as proven by their competencies will encourage the realization of process and performance products that can support the improvement of the quality of education. Professional teachers can be proven by obtaining teacher certification and adequate professional allowances according to certain standards. Currently, there are a number of teachers who have been certified, will be certified, have received the professional allowance, and will receive the professional allowance. The form of

professional teachers in the view of education experts are those who have met the requirements.

Profession is a job that is based on special education and training with the aim of providing skilled services at a specified salary. Another

definition states, profession is a statement or an open promise, which states that a person devotes himself to a position or service because that person feels called to take the job. In short, Homby shows the definition of a profession as a job that requires further education and special exercises. Professional is a job or activity that is carried out by a person and becomes a source of income which requires expertise, skills or abilities that meet quality standards or class administrators. The teacher as a teacher emphasizes the task of planning and implementing teaching. For this reason, teachers are required to have a set of knowledge and skills in teaching techniques in

addition to mastering the knowledge or material to be taught. The teacher as a guide puts emphasis on assignments and assistance to students in solving the problems they face. This task is an educational aspect because it is not only concerned with the delivery of knowledge, but also concerns personality development and the formation of values in students. There is a close link between teacher education with quality education generally. Professional teacher proven by the competence his possession will drive its realization process and product performance that can be support the improvement of the quality of education Hence, the formula was proposed by Darling-Mammond and Bransford (2007) and Wahyudin (2016) was to reposition the institution teacher education to be able to prepare three main areas that should be mastered by prospective teachers. First, develop knowledge of learners with everything

the dynamics. Second, mastering the concept curriculum content and goals. Third, understanding of teaching in light with content and learners to be taught as informed by assessment. Professional teachers can be proven by obtaining teacher certification and adequate professional allowances according to certain standards. Currently, there are a number of teachers who have been certified, will be certified, have received the professional allowance, and will receive the professional allowance. The form of professional teachers in the view of education experts are those who have met the requirements. Among them are: having a code of ethics as a reference in carrying out their duties and functions, having clients or permanent service objects such as doctors and patients, and recognizing certain norms and requiring professional education. Meanwhile, the realization of teacher professional work is supported by a spirit of professionalism, namely a mental attitude that always encourages him to manifest himself as a professional teacher. Professionalism has an important meaning, because professionalism guarantees protection for the welfare of the general public, professionalism is a way to improve the educational profession, and professionalism provides the possibility for teachers to provide the best possible service and maximize their competence. Thus, the ability of teachers to carry out their functions and duties in the educational field is obtained through special education and training in their field of work and is able to pursue their professional fields throughout their life.

As comparison, teacher professional education initiated by UPI, based on three key assumptions. First, career professional teachers should be

understood as a continuous process, lasts longer, and need ongoing coaching. Second, the professional teacher education reform must be started from the effort to create coherence in the educational curriculum, both structurally and conceptually, in order to obtain teacher education programs more sustainable. Third, curriculum management gives significant influence to the flow and the chain of learning and academic culture for teacher education institutions (Kartadinata et al., 2010; Wahyudin, 2014, Wahyudin,)

The factor that results in low public recognition of the teaching profession, namely the weaknesses in the teachers themselves, one of which is the low level of their professional competence. From this fact, even though it is bitter for teachers, it is time for teacher competence to be improved. The results showed that improving the quality of teachers and the criteria for quality teachers (100%) had almost the same perception, namely that improving the quality of teachers was necessary (20%) and even very necessary (80%) to support the improvement of the quality of national education. According to the respondent, there are eight criteria that a qualified teacher must have. Each criterion occupies a relatively close priority scale. The criterion that occupies the first priority that must be met by a qualified teacher is to have an academic qualification in accordance with the subject being taught. The second criterion that must be mastered by the teacher is mastering the field of science according to the subject being taught. The next criteria are according to the priority scale in a row related to the ability of teachers to carry out learning evaluations, plan and implement learning, utilize technology, communicate, and develop scientific fields according to the demands of the curriculum.

Research purposes :

1. Obtaining profiles of junior secondary school teachers in West Java and Banten provinces, in terms of the aspects of professional implementation, self-development, scientific publications, and innovative works?
2. Obtaining profiles of and high secondary school teachers in West Java and Banten provinces, in terms of the aspects of professional implementation, self-development, scientific publications, and innovative works?

2. Literature Review

Teachers play an important role in the teaching and learning process. This is important for improving student learning outcomes, although it is recognized that many factors contribute to student learning success (Sanders & Horn, 1994; Boyd, 1986). Student learning achievement is very

dependent on the readiness of the teacher in which learning activities supported by teachers' knowledge and skills, attitudes and practices. Teachers are professionals who help parents to educate their children at the school educator level. According to the Regulation of The Minister of Research, Technology and Higher Education Republic of Indonesia Number 55 Year 2017 about Teacher Education Standards, teachers are professional educators with the main task educate, teach, guide, direct, train, assess, and evaluate learners on early childhood education through formal education, primary education, and secondary education. In addition, the Law of The Republic Indonesia Number 14 Year 2005 about Teachers and Lecturers, teachers have a position as professional staff at the levels of basic education, secondary education, and early childhood education in the formal education pathway appointed in accordance with statutory regulations. Strong (2002) has categorized the attributes, behaviors, and attitude of effective teachers into six major areas: prerequisites of effective teachers, the teacher as a person, classroom management and organization, organizing for instruction, implementing instruction, and monitoring student progress and potential. He further summarized the characteristic of effective teachers into three statements the effective teacher recognizes complexity, communicate clearly, and serves conscientiously. Meanwhile, Hurt and Reding (2000) associate specific behaviors with teacher professionalism, from appearance and punctuality to use proper language and building strong with colleagues. In the field of education, however, being a classroom teacher is not always associated with being a professional. Tichenor and Tichenor (2005) and Stronge and Tucker (2000) have confirmed that While teachers may be viewed differently than other professionals, the importance of effective teachers in societal change cannot be underestimated. In fact, the classroom teacher is arguably the single most important individual in directing student success. Although authors such as Stronge and Tucker (2000) agree that the teacher is the most important school-based factor in student achievement, there remains an uncertainty of what comprises "effective" or "professional" teaching. Furthermore, teaching profession and the lecturer profession are specialized fields of work carried out based on the following principles: (i) have talents, interests, vocation, and idealism; (ii) have a commitment to improve the quality of education, faith, piety, and noble character; (iii) have academic qualifications and educational background in accordance with the field of work; (iv) have the necessary competencies in

accordance with the field of duty; (v) has responsibility for the implementation of professional duties; (vi) earn an income determined in accordance with work performance; (vii) have the opportunity to develop professionalism in a sustainable manner by lifelong learning; (viii) has guaranteed legal protection in carrying out professional duties; and (ix) has a professional organization that has the authority to regulate matters relating to the professional duties of teachers. Professional is a job or activity that is carried out by a person and becomes a source of income which requires expertise, skills or abilities that meet quality standards or class administrators. The teacher as a teacher emphasizes the task of planning and implementing teaching. For this reason, teachers are required to have a set of knowledge and skills in teaching techniques in addition to mastering the knowledge or material to be taught. The teacher as a guide puts emphasis on assignments and assistance to students in solving the problems they face. This task is an educational aspect because it is not only concerned with the delivery of knowledge, but also concerns personality development and the formation of values in students. From some of the above meanings, it can be concluded that the profession is an organized job, in which a special expertise is required to hold office. Profession demands responsibility, therefore to take office also requires strong motivation not because of hesitation and mere escape. Profession is basically a job based on the basis of certain science and technology, for that to get it, certain education and skills are needed. The profession demands more detailed technical skills, as well as specific personalities.

The distinction between these two aspects of professionalism; one may have a solid grasp of subject knowledge, but not have the pedagogical knowledge and skills to teach students. Pedagogical knowledge goes beyond subject knowledge to include an awareness of the teaching context. In other words, teachers must be effective in the "How" of teaching such as questioning, classroom management, and curriculum delivery. It was believed that modern education emphasizes the pedagogical aspect of professionalism above and to the detriment of the other categories. (Socket, 1993; Tichenor and Tichenor, 2015).

Brehm (2006) argues that professionalism is divided into the three categories; 1) professional parameters, 2) professional behaviors, and 3) professional responsibilities. Professional parameters focus on the legal and ethical issues to which a professional must exist there such as the local, state, and federal laws pertaining to educational and instructional issues. Professional

behaviors are observable actions that demonstrate the individual's appropriate behaviors such as: maintaining the appropriate relationships with students, parents, and colleagues; modeling of the appearance and attitudes of a professional; and promptness. Professional responsibilities for a teacher would include demonstrating responsibility to the profession, students, the school district, the community. Examples of professional responsibility would include becoming an active member of one's professional association, volunteering for school or community functions and attending school events. Clement (2002) and Seifert (1999) shows that being a professional teacher is a process that takes time to master. In addition, Stronge (2002) categorized the attributes, behavior, and attitudes of effective teachers to be six main areas: prerequisites for effective teachers, teachers as personal, classroom management and organization, organizing for teaching, carry out instructions, and monitor student progress and potential. The first two areas examine teachers as individuals, while the other four areas explore responsibility and practice teacher. He further summarized the characteristics of the effective teacher into three statements: effective teachers recognize complexity, communicate clearly, and serve with care.

According to Creasy (2015), the importance of professionalism and exhibiting the dispositions associated with that of a professional can be conveyed both overtly and covertly. Overtly, the program can explain to the students what the programmatic expectations are for each person upon admission to the program, and then address how these expectations will be assessed throughout the curriculum. Robert W. Richey (2003) suggests the following characteristics and requirements of the profession:

1. Prioritizing ideal human services rather than personal interests.
2. A professional worker, requires a relatively long time to learn the concepts and principles of knowledge that support his expertise.
3. Have certain qualifications to enter the profession and are able to keep up with developments in job growth.
4. Have a code of ethics that regulates membership, behavior, attitudes and work methods.
5. Requires a high intellectual activity.
6. There is an organization that improves service standards, self-discipline in the profession, and the welfare of its members.

7. Provide opportunities for advancement, specialization and independence.

8. Viewing the profession as a live career and becoming a permanent member.

In addition to the requirements above, there are actually other requirements that must be fulfilled by every job that belongs to a profession, including: having a code of ethics as a reference in carrying out its duties and functions, having clients / permanent service objects such as doctors with patients and teachers with his students, and recognized by the community because his services are needed in society (Usman, 2005, p. 15).

The importance of professionalism and showing the disposition associated with professionals can be delivered openly and covertly. Openly, the program can explain to students what is programmed expectations for everyone after entering the program, and then discussing how those expectations will be assessed throughout the curriculum. When considering professionalism in teacher preparation programs, this is the authors suggest that consideration should be given to The Framework for Teaching (Danielson, 2013; Creasy, 2005).

The characteristics and requirements that have been mentioned can be used as criteria or benchmarks for the professionalism of a teacher. Furthermore, this criterion will have two functions, namely to measure the extent to which teachers in Indonesia have met the professional criteria and to be used as a point of purpose. The characteristics and requirements that have been mentioned can be used as criteria or benchmarks for the professionalism of a teacher. Furthermore, this criterion will have two functions, namely to measure the extent to which teachers in Indonesia have met the professional criteria and to be used as a point of purpose that will direct all efforts towards teacher professionalization. On the basis of these requirements, it is clear that a professional teacher position must be pursued through a special education level to prepare for that position.

Professional Teacher Code of Ethics

Basically, the purpose of formulating a code of ethics in a profession is for the benefit of members and the interests of the professional organization itself. In general, the purpose of a profession to establish or formulate a code of ethics is to uphold the dignity of the profession, safeguard and maintain the welfare of its members, increase the service of professional members, and improve the quality of professional organizations. The following is the Indonesian code of ethics:

1. Devoted teachers guide students completely to form human development with Pancasila spirit.
2. Teachers have professional honesty and apply the curriculum according to the needs of each student.
3. The teacher establishes communication, especially in obtaining information about students as material for conducting guidance and guidance, but avoids all forms of abuse.
4. The teacher creates an atmosphere of school life and maintains the best possible relationship with parents for the benefit of students.
5. Teachers maintain good relations with the wider community to foster participation and collective responsibility for education.
6. Teachers individually or collectively develop and enhance their professional quality and professional dignity.
7. The teacher creates and maintains a professional relationship, both based on the desire to always pursue professional development opportunities that can enhance and improve the quality of their knowledge and skills. the work environment and within the overall relationship.
8. Teachers jointly maintain, foster and improve the quality of professional organizations as a means of struggle and service.
9. Teachers carry out all government policies in education (Soetjipto & Kosasi, 1999, p. 34).

Public recognition by professionalism in the field of education (teacher professionalism) is due to three reasons, namely (1) the field of teacher or educational duties is not a routine task that can be done because of habituation or amateurs. This field requires solid planning, (2) this field of work requires the support of educational theoretical knowledge that underlies the operational implementation of education, and (3) this field of work requires a long period of education and training, from basic education to professional education. teacher training. In line with the above, Armstrong (2016) divides the duties and responsibilities of teachers into five categories, namely responsibility in (1) teaching, (2) providing guidance, (3) developing curriculum, (4) develop the profession, and (5) build relationships with the community.

The quality of professionalism is shown by the following performances:

1. The desire to always display behavior that is close to the ideal standard.
2. Improve and maintain professional image

3. The desire to always pursue professional development opportunities that can enhance and improve the quality of knowledge and skills.
4. Pursuing quality and ideals in the profession.
5. Having pride in their profession.

Methodology:

The method used in this research is a survey. In a survey, information is collected from respondents (teachers) using a questionnaire or questionnaire distributed via online or google form. In general, survey research is described as scientific research in which data are collected from a selected sample of primary and secondary education teacher populations (SD, SMP, SMA and SMK) in Banten, West Java and Central Java Provinces.

The sampling technique used in this study was multistage random sampling. This multistage random sampling can use a combination of other sampling techniques. At least two techniques can be used in this technique, such as simple random, stratified random, systematic random, and cluster random (Barreiro, et al., 2001).

Discussion and Findings:

Learning is a process of interaction between students and educators and learning resources in a learning environment (Law No. 23 of 2003 on the National Education System). The expected learning outcomes are expressed in the concept of Slavin (1994), learning is defined as changes in individual behavior caused by experience. Analyzing the two meanings above implies that "learning" is a complex activity that must be designed so that interaction occurs (two individuals with different characters) in a conducive learning environment. The results of this interaction are expected to be able to develop the potential and change the behavior of students according to their time.

Learning planning is designed in the form of a syllabus and lesson plan (RPP) which refers to the content standard. Learning planning includes the preparation of learning implementation plans and preparation of media and learning resources, learning assessment tools, and learning scenarios. The preparation of the syllabus and lesson plans is adjusted to the learning approach used.

The syllabus is a reference for preparing a learning framework for each subject study material. The syllabus contains at least: subject identity, school identity including the name of the education unit and class; Core competencies, basic competencies, subject matter, learning, assessment, time allocation and learning resources. The syllabus is developed based on the Competency Standards for Graduates and Content Standards for primar

y and secondary education units according to the learning pattern in each particular academic year. The syllabus is used as a reference in developing the lesson plan.

RPP is a plan that describes the procedure and organization of learning to achieve a competency that has been defined in the content standard and described in the syllabus. Every educator in an education unit is obliged to prepare a complete and systematic lesson plan so that learning takes place in an interactive, inspirational, fun, challenging, efficient manner, motivates students to participate actively, and provides sufficient space for initiative, creativity, and independence according to their talents, interests, and the physical and psychological development of students. RPP is prepared based on KD or sub-themes which are held at meetings or more times.

Empirical experience in several schools, many teachers think that preparing lesson plans is not important. This symptom can be identified, the more teachers are copying and pasting the lesson plans several years earlier. Even though the conditions and characteristics of students change every semester. For them, the most important thing is to teach and students get lessons. This teacher's thinking needs to be straightened out. The essence of a professional position is that all occupational activities from the aspects of planning, implementation and evaluation in learning must be accountable to the position holder. Thus, the title professional teacher deserves to be carried by the teacher.

To optimize the results of an activity, of course, begins with quality activity planning. Education (or in the micro sense called learning) is a complex professional activity. Government Regulation No. 74 of 2008 on Teachers, mandates that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, formal education, basic education and secondary education. Even Law 14 of 2005 on Teachers and Lecturers, emphasizes that in carrying out professional duties, teachers are obliged to plan lessons, carry out a quality learning process, and assess and evaluate learning outcomes.

For professional teachers, it is necessary to realize that the learning process must be able to make the learning process internally in students, due to external stimuli given by teachers, friends, the conditioned environment. The learning process, may also occur as a result of a stimulus in students, because of the impulse of great curiosity. The learning process can also occur as a combination of external and internal stimuli for

students. In the learning process, teachers need to design / design both stimuli for each student. Teachers are required to consider the characteristics of students and the characteristics of the material to be taught. With careful and systematic learning planning, teachers can manage learning facilities, and students interact actively in developing their potential into competencies. This is why it is important to formulate a lesson plan for the teacher.

Even in Permendikbud No. 22 of 2016 it is explicitly explained that every educator (teacher) in the education unit is obliged to compile a complete and systematic lesson plan so that learning takes place in an interactive, inspiring, fun, challenging, efficient manner, motivates students to participate actively, and provides space. sufficient for initiative, creativity, and independence according to the talents, interests, and physical and psychological development of students.

Permendikbud No. 22/2016 on the standard of primary and secondary education processes explains that the Learning Implementation Plan (RPP) is a face-to-face learning activity plan for one or more meetings. RPP is developed from the syllabus to direct the learning activities of students in an effort to achieve Basic Competence (KD).

RPP is prepared based on KD or sub-themes which are held one or more meetings. In Permendikbud No. 22 of 2016, explicitly describes the minimum components of the RPP consisting of:

A.School identity, namely the name of the educational unit;

B.Subject identity or theme / sub-theme, including: 1) class / semester, 2) subject matter, and 3) time allocation is determined based on the need for achieving KD and learning load, taking into account the number of lessons available in the syllabus and KD that must be achieved ;

C.Basic Competence, is a number of minimum abilities that must be mastered by students in certain subjects as a reference for the preparation of competency achievement indicators. Basic competencies in the lesson plan, refer to the basic competencies listed in the syllabus;

D.Competency achievement indicators are behaviors that can be measured and / or observed to demonstrate the achievement of certain basic competencies. Competency achievement indicators become a reference for subject assessment. The teacher's competency achievement indicators are prepared by referring to basic competencies. With certain considerations, the teacher can determine the

level of indicators higher than the basic competency (minimum ability) determined by the syllabus. Certain considerations are meant, among others: so that graduates have a competitive value, or that laboratory facilities are better equipped than similar educational units. Competency achievement indicators are formulated using operational verbs that can be observed and / or measured, which include knowledge competencies (cognitive), attitudes (affective) and skills (psychomotor); Learning objectives are formulated more specifically or in detail by referring to indicators of competency achievement. If the scope and depth of the learning material cannot be described in more detail and specifically, then the learning objectives are set exactly the same as the competency achievement indicators. The learning materials contain relevant facts, concepts, principles and procedures, and are written in the form of subject / sub-subject points in accordance with the formulation of competency achievement indicators. Complete learning material in the form of Student Worksheets can be attached. Learning models / methods, learning models (broader than methods, and have clear syntax) are used by the teacher to create a learning process and a learning atmosphere that activates students to achieve basic competencies. The use of learning models should consider the characteristics of students and the characteristics of learning materials. To strengthen the scientific approach (scientific), integrated thematic (thematic between subjects), and thematic (within a subject) it is necessary to apply disclosure / research based learning (discovery / inquiry learning model). Linda Darling-Hammond (1996, p. 5) states, "The invention of 21st century schools that can educate all children well rests, first and foremost, upon the development of a highly qualified and committed teaching force." These kinds of schools demand that teachers understand how children learn and make teaching decisions based on that knowledge. However, it would be misguided to simply state that the educational system needs professional teachers without understanding what is meant by "professional."

To encourage the thinking skills of 21st century students, both individually and in groups, it is highly recommended to use problem-based learning models. To stimulate the skills and abilities of students, both individually and in groups, the selection of a project-based learning model is very appropriate. Of course, teachers must understand various other learning models that can activate students' learning experiences. Based on the data collected via Google form from the respondents, it can be described as the following.

The respondents involved teachers in SMP, MTs., SMA, MA, SMK, and MAK education units in West Java and Banten provinces. Based on the following diagram, the composition of the teachers, totaling 306 people with three levels of rank, is the Junior Teacher, Intermediate Teacher and Main Teacher.

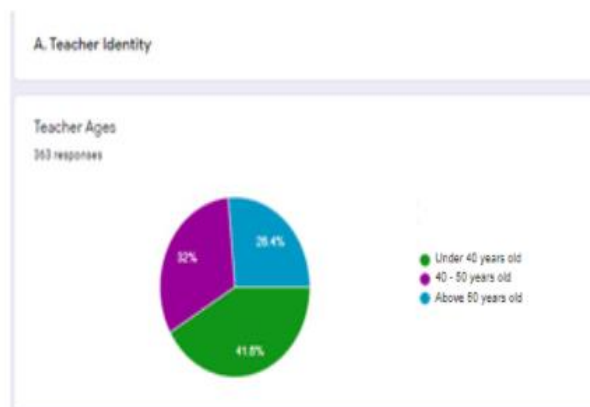


Figure 1 : Teacher Identity in terms of age

Based on the data above, the most dominant age group of teachers is under the age of 40 years (41, 6%). Then, 32% of the 40-50 years old, and 28.4% of those over 50.

Teacher profile research respondent data involving teachers in SMP, MTs., SMA, MA, SMK, and MAK education units in West Java and Banten provinces. Based on the following diagram, the composition of the teachers, totaling 306 people with three levels of rank, is the Junior Teacher, Intermediate Teacher and Main Teacher.

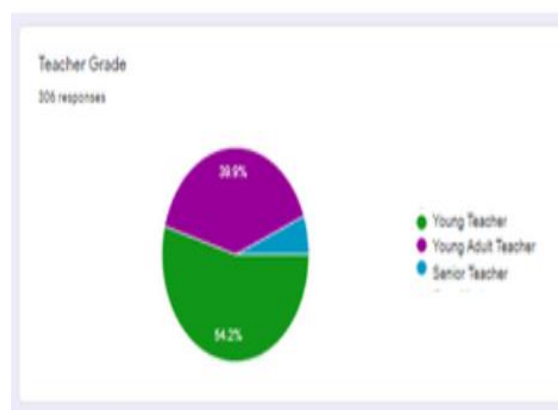


Figure 2 : Teacher Grade

Based on the diagram above, it can be stated that the rank distribution of teachers from all levels of SMP, MTs, SMA, MA, SMK and MAK is 54,% is still in the Young Teacher category, 39.9% is middle teachers, and as much as 5.9% is included. Main Teacher category. Overall, the majority of teachers

from all levels of SMP, MTs, SMA, MA, SMK and MAK are included in the Young Teacher group, namely teachers who are aged millennial teachers by age, and if observed from the length or duration of average service time for Young Teachers is under 8 years of service as ASN.

The following diagram describes the composition of teacher respondents in SMP, MTs., SMA, MA, SMK, and MAK education units in West Java and Banten Provinces, observed from the latest educational backgrounds they have attained.

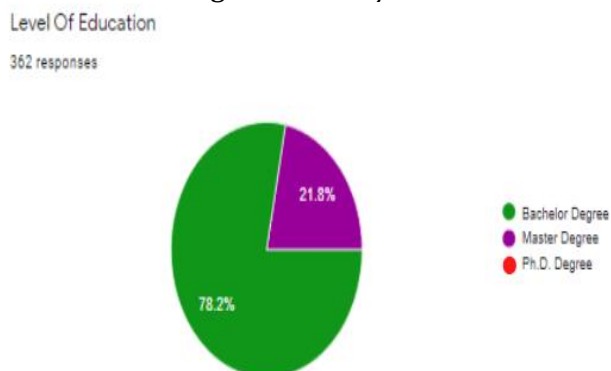


Figure 3: Level of Education

Based on the diagram above, it can be argued that of the total number of teacher respondents as many as 362 people consisting of teachers in SMP, MTs., SMA, MA, SMK, and MAK education units in West Java and Banten Provinces, most of them (78.2 %) have an S1 diploma, and 21.8% have the last S2 diploma, and according to the respondents, none (0%) of the teachers in West Java and Banten have obtained a doctorate degree.

Furthermore, the following diagram describes the composition of teacher respondents in SMP, MTs., SMA, MA, SMK, and MAK education units in West Java and Banten Provinces, observed from the last educational background they have achieved, namely education and non-education.

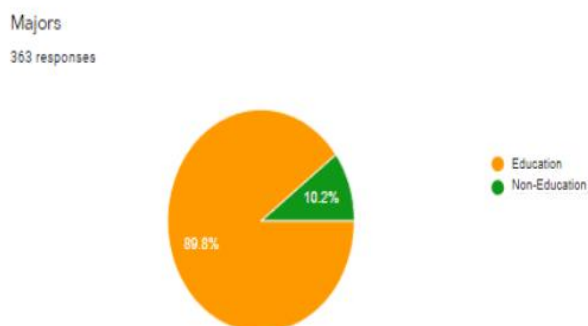


Figure 4 : Educational Background

Based on the diagram above, it can be argued that of the total number of teacher respondents as many as 362 people consisting of teachers in SMP,

MTs., SMA, MA, SMK, and MAK education units in West Java and Banten Provinces, most of them (89.8 %) have a diploma in education study program, and as much as 10.2%) have a non-educational study program diploma.

Resources in Understanding the 2013 Curriculum

Respondents' answers related to the implementation of teacher professional duties related to sources in studying the 2013 Curriculum are shown in the diagram as follows:

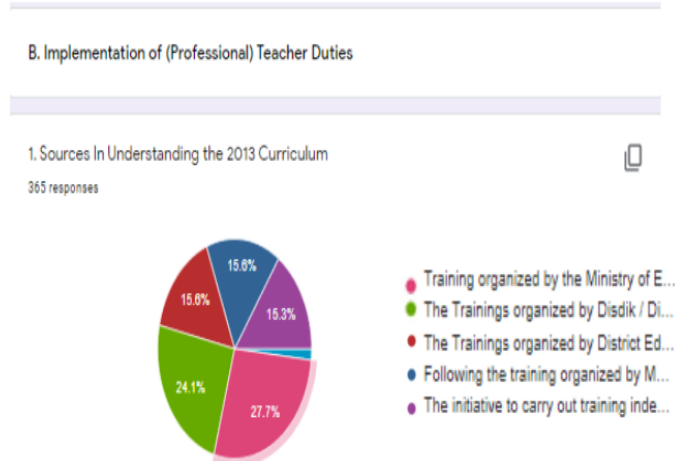


Figure 5 : Understanding The 2013 Curriculum

From the diagram, it turns out that most of the teachers understand the 2013 Curriculum from the Trainings organized by the City / District Education Office / Ministry of Religion (27.7%), Training organized by the Ministry of Education and Culture / Ministry of Religion (24.1%), following the training organized by MGMP / KKM (15.3%), and there are also teachers who take the initiative to carry out training independently in learning the 2013 Curriculum from various sources.

2. The ability of the teacher to prepare a Learning Implementation Plan (RPP)

The teacher's ability to prepare a Learning Implementation Plan (RPP) is shown in the diagram as follows:



Figure 6 : Sources In Understanding The 2013 Curriculum

From the diagram, it turns out that most of the teachers understand the 2013 Curriculum from the Trainings organized by the City / District Education Office / Ministry of Religion (27.7%), Training organized by the Ministry of Education and Culture / Ministry of Religion (24.1%), following the training organized by MGMP / KKM (15.3%), and there are also teachers who take the initiative to carry out training independently in learning the 2013 Curriculum from various sources.

2. The ability of the teacher to prepare a Learning Implementation Plan (RPP)

The teacher's ability to prepare a Learning Implementation Plan (RPP) is shown in the diagram as follows:

3. A. When is the best time to prepare a Learning Implementation Plan (RPP)

366 responses

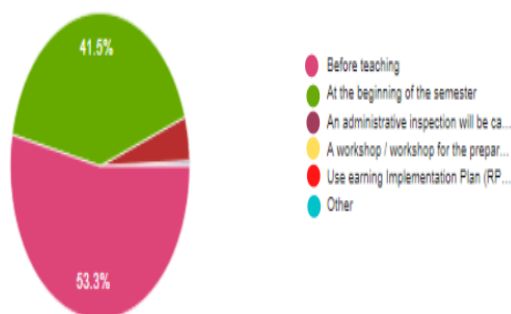


Figure 7 : Preparing Learning Implementation Plan

From the diagram, it can be seen that the time for compiling the lesson plans is done by the teacher, mostly before teaching (53.3%), most of the time it is done at the beginning of the semester. Only a small proportion of them held special workshops to prepare lesson plans (17%).

C. Self Development

12. Further Study for Teachers who have passed Teacher certification

The interest of teachers who have passed teacher certification to continue their education to a higher level can be described in the diagram as follows:

12. A. Further Study for Teachers who have passed Teacher certification in Master degree and Ph.D program

309 responses

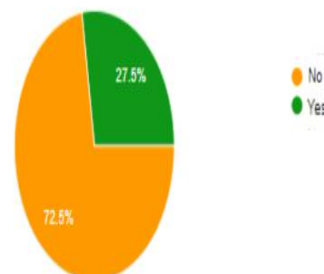


Figure 8 : Teacher Certification

From the diagram above, it turns out that only a small proportion of teachers have passed teacher certification

who continued their studies to S2 (27%). Most teachers (72.5%) felt that they were competent enough after passing the certification.

12. B. Teachers have passed teacher certification who continued their studies to Master degree and Ph.D program?

113 responses

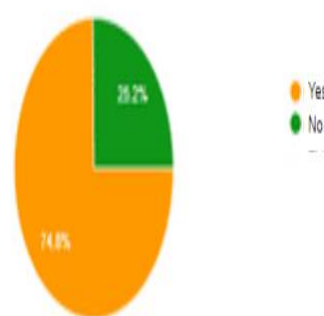


Figure 8 : Teacher who continue to Master Degree

Most of the teachers (74.8%) who had not attended teacher certification stated that they had not attended advanced strata education. Only a small proportion of teachers (25.2%) of teachers continued their studies at the postgraduate level.

12. C. Teachers with advanced studies in what level?

37 responses

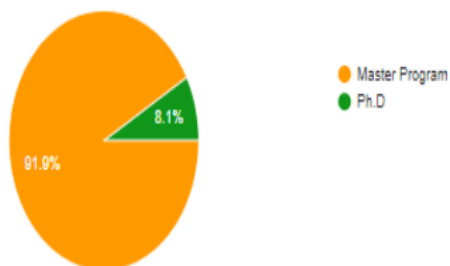


Figure 9: Educational Background (Master & Doctor degree)

From the diagram above, it can be seen that teachers with advanced studies in general (91.9) continued their master's degree studies. Only a small proportion (8.1%) of teachers continue to the S3 level.

13. A. In the past last five years, the training that has been attended by Mr. / Ms., namely (can be answered more than one)

330 responses



Figure 10: Types of Attended Training

From the data above, it appears that the majority of teachers (59.7%) have attended training in the implementation of the 2013 curriculum. Only a small proportion of teachers (7.3%) have attended training related to the Implementation of the Free Learning Policy.

Conclusion:

From the results of the discussion of teacher profiles in West Java and Banten provinces, it can be concluded as the following.

1. Aspects of Teacher Identity Profile. Rank and class are not a single thing that is a focus for goals in teacher performance. Difficulty in ranks that must meet the professional demands of teachers, as well as limited time to collect supporting

documents. The teachers, are more complacent with carrying out daily lessons. In addition, their motivation to study further to S2 and moreover S3 is still very low. Personal or individual factors, as well as factors that influence other actors, such as leadership, in providing encouragement, enthusiasm, direction, and work support to teachers.

2. Aspects of Teacher Professional Implementation. Education and training held by Kemendikbud are fundamental so that enrichment of insights about the 2013 curriculum is highly dependent on the ability of teachers to be able to answer future challenges as mentioned in curriculum development. As a professional and competent teacher, RPP is a powerful weapon in the learning process. The ability to answer future challenges can be implemented in the lesson plan according to the learning objectives.

3. Learning objectives cannot be thought of independently because to get the best learning objectives usually need to be discussed to be able to unite the opinions of other teachers.

The survey results show that learning objectives are the main basis for examining the use of learning models and learning methods. This means that in general in West Java and Banten teachers still choose learning objectives so that the learning process does not deviate from what is expected. Next are student characteristics which are based on the conditions of student input received by their respective schools.

4. Teacher's Self-Development Aspects. One of the factors that makes teachers superior is increasing their formal education to a higher level, namely S2 or S3. Furthermore, reality shows that it is still low in participation in the writing of scientific papers or scientific publications. Likewise with training to improve IT competence. In general, most of the teachers had attended workshops / seminars with varying intensity, and only a small proportion had never attended. The participation of teachers in various seminars / workshops can actually help teachers to improve the competencies that teachers must have, apart from of course being used as credit points for promotion. This activity is still characterized by personal activities, the Education and School Offices have not optimally developed the potential of teachers.

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