

The Implementation of Teacher Professionalism Enhancement in Salatiga

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Abstract

The purpose of this research was to find the effect of new education paradigm on elementary education system and praxis in Salatiga, focused on implementation of new education paradigm and its rationale. The research limited on the aspect of the teacher professionalism enhancement, because teachers were the key of quality enhancement. The type of the research was policy evaluation research. The research approach was qualitative and quantitative. The qualitative data were collected from key informants and various related documents through documents study, observation, interview, and questionnaire. The collected data were analyzed qualitatively as inductive data. Whereas quantitative data were used as supplement and complement to support or clarify qualitative data. The research found that the implementation of teacher professionalism enhancement aspect was not optimal. The teacher professionalism enhancement program types and chances were changing and developing during the autonomy era. However, the implementations of the programs were not proportionally distributed by all teachers. The programs were implemented sporadically, discontinuously, and with no systematic and planned monitoring and evaluation. The program development strategy was still traditional. The development strategy was not yet using self-directed learning, critical reflection, and transformative learning as revealed by Patricia Cranton. Teacher professionalism enhancement program impacted temporarily to the teachers' performance. Teachers performed well during the program and supervision. Afterwards, they tend to return to the previous traditional approach.

Keywords: new education paradigm, education system, education praxis, teacher professional enhancement.

INTRODUCTION

One of the education policies after reformation is doing renewal and stabilization of national education system based on decentralization principle, science and management autonomy (GBHN, 1999). In renewing and stabilizing the national education system, searching education new paradigm is an urgent effort for the policy implementation and education practice in Indonesia (Sudarsono, 1999:1). Education new paradigm is being more democratic. Further, the explanation of UU number 20, 2003 alleged that regarding the education, education new paradigm will give basic effects to the contents, processes, and system managements of education will also be changed or renewed.

Ideally, the education new paradigm will vary and have positive effect to the education system and implementation. Education management systems from policy formulation, programs planning, to the practical of education implementation, should be the implementation of the education new paradigm. Therefore, the implementation of education new paradigm can be assumed will give positive effect for education development in remote area.

One of the effects of the education new paradigm happens on the teacher professionalism enhancement aspect. The result of identification shows that one of the problems faced in primary education in Salatiga is the limitation of teachers who fulfilled the requirements and competences of national education standard. Besides, teacher professionalism enhancement model which is based on UU number 14, 2005 and National Education Standard has not been done optimally.

Based on the result, this research is focused on the implementation of education new paradigm and the rationales, limited on the teacher professionalism enhancement aspects. The reason is that teachers as the human resources are very determining, even teachers are the spearhead of quality enhancement (Wayson, in Suyanto & Abbas, 2001:68; Squires, Huitt & Segars, 2000:4). Even, a historian Henry Adams (Nandika, 2007) saw that "a teacher is really determining so that he does not know when is the influence will be over". The problem of the research is how to enhance teacher professionalism in context with the implementation of education new paradigm after reformation? Is it true that teacher professionalism enhancement is changing along with the implementation of education new paradigm, and then what is the influence to the primary education?

LITERATURE STUDY

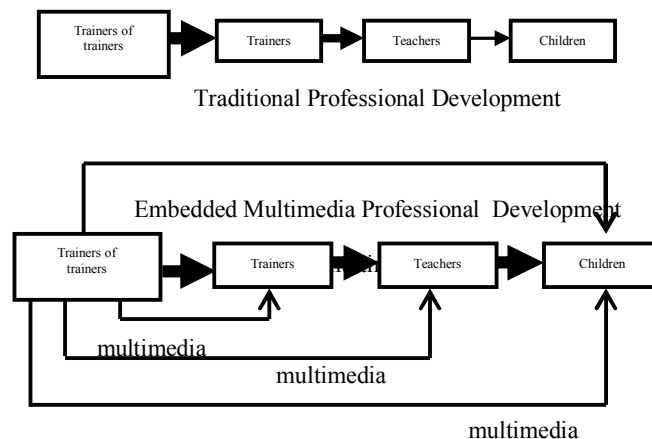
To enhance the education quality, professional teacher role is very important. Professionalism comes from "profession" means a job field which is being or will be seized by someone. The job requires special knowledge and skill got from an intensive academic education. Thus, professional jobs are the job which can be done by those who are prepared to do that and not a job done by people who do not have other jobs (Usman, 2005). A professional job needs particular requirements, which are: (1) requires skills based on deep concept and comprehension theory; (2) emphasizes on one skill on specific field which is appropriate with the profession; (3) requires proper education; (4)

requires sensitivity to the social effect of the job done; and (5) possible to develop parallel with life dynamic (Ali, 1985). Besides the requirements above, Usman (2005) added some requirements, which are (1) has ethical code, as the guide in doing the job and function; (2) has constant objects/clients of service, such as doctors with the patients, teachers with the students; and (3) admitted by the society since the service is needed.

Meanwhile, Surya (2005) stated that a professional teacher is requisite with several requirements, which are: has qualified profession education, has proper skill competence along with the field, has good communication ability with the students, has creativity and productivity, has working ethos and high commitment to the profession, and always does self improvement continuously through profession organizations, internet, books, seminars, and sort of. With this kind of task, a teacher responsibility is merely on the optimal mastering of science concept and engineering based on ethic and moral values (Kunandar, 2009:50).

Teacher as a professional staff has a vision to create learning process along with the professionalism principles in order to fulfill the rights of every citizen to get good education. Meanwhile, competence as an education agent includes: pedagogy competence, character competence, professional competence, and social competence. Based on chapter 7 verse (2) UU number 14, 2005, effectiveness of teacher as profession is done democratically, fairly, not discriminatively, and continuously with high respect of human rights, religion values, cultural values, pluralism, and profession ethical code. Moreover, in chapter 46 about Government Policy number 74, 2008 about teacher, stated that a teacher has a chance to develop and enhance the academic quality and competence, and to get trainings and profession development in his field.

There are many models about how to enhance teacher professionalism being done. Chambers (2006) differed between traditional professional development with embedded multimedia professional development. In the first model, professional development is done without multimedia help, started with giving trainings for the trainers. Trainers, then, train the teachers, and the teachers use the result of the training to educate the students. Every step in the process, the information tends to be reduced or more confusing, so that the information given to the students tends to be weaker, transformed. In the second model, professional development is done using multimedia, such as video, computer and so on, so that decreasing of the information can be prevented. The two models are shown in this picture.

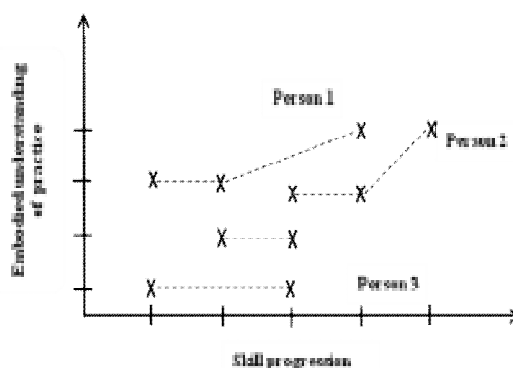


Picture 1. Tradisional and Embedded Multimedia Professional Development

Cranton (1996:26) stated that various popular strategies of traditional professional enhancement are manuals, guides, newsletters, how-to materials, workshops, retreats, training programs, and evaluations and performance appraisals. He then offered three central concepts in the education theory of grown up people, which is admitted as the appropriate one to enhance teacher professionalism as a grown up subject, i.e. self-directed learning, critical reflection, and transformative learning. The three of them as a whole concept, connected and completed each other. For him, professionalism enhancement is a transformative learning process of grown up people. Self-directed learning is a foundation of transformative learning, whereas critical reflection is a central process needed in transformative learning. Self-directed learning as a transformative process can be developed by doing critical reflection continuously, either on the content or process. The developing of self-directed learning has to pay attention to the individual differences of the teachers, especially their psychological types.

Joyce & Calhoun (2010) uttered 5 professionalism enhancement models, i.e.: supporting the individual educator, the workshop way of learning, collaborative & cooperative models, personal/professional direct service models, and curricular and instructional initiatives. Meanwhile, Maggioli (2004) believed various models which are teacher-centered, such as mentoring, collaborative action research, peer coaching, professional development through writing, critical development teams, attending conferences and seminars, and sharing living theories to help others develop.

Meanwhile, Alba & Sandberg (2006:383-410), criticized on the model of professionalism enhancement steps, and offered an alternative. In their opinion, there are horizontal and vertical dimensions of the professional skill enhancement. Horizontal dimension is related with skill development which is got from experiences (the skill progression that accompanies experience), whereas vertical dimension is about the variation in embroiled understanding of practice. These two dimensions have good implication on the professional education curriculum design as well for professional development research. For more detail, see the picture.



Picture 2. Model for Development of Professional Skill with Hypothetical Development Trajectories

RESEARCH METHOD

It is a policy evaluation research. Along with the researched problem, this research uses qualitative approach. Qualitative data are obtained from the key sources and several documents through interviews and document studies. Collected data are analyzed qualitatively using inductive approach. The result is reflected further by efforts using several relevant theories and concluded. The research is done in Salatiga, in Gugus Yos Sudarso as the focus. The research is limited on three primary schools in Gugus Yos Sudarso, which are one core primary school and two induce primary schools (state and private).

RESEARCH RESULTS AND DISCUSSION

In Salatiga, teacher professionalism enhancement has been the policy priority and the implementation has been based on education new paradigm. It is proven in several district plan documents which always be stated that education function policy in Salatiga is directed to the “efforts to fulfill standard service in order to develop the qualified human resources through professionalism enhancement”.

Teacher professionalism enhancement policy in Salatiga is done through teachers and educators quality development, which the programs, if reflected and mapped related three keywords, are qualification, competence, and certification development. Practically, those programs are implemented by the schools/teachers. Schools/teachers can be the participants of the activities held by Education Department and or other departments, but can also formulate more operational school policies.

In teacher professionalism enhancement in academic qualification development appeared gap in the created policy, which means the reality is not the same as expected in the policy. Although most teachers in the three primary schools want to enhance the qualification as primary teachers, in fact there are not many who are willing to use the chance, with various reasons. From the interview known that academic qualification enhancement policy do not go along with the cost help, different from stated in chapter 42 verse 5 (Perda, 2009), and there is no socialization, appeals, and motivation. Some teachers who want to develop do not get support from the school and bureaucracy, either in form of financial or motivational. In fact, school and educational bureaucracy support is very important to enhance academic qualification, as one support of teacher professionalism. Practically, a teacher participation in qualification enhancement programs is merely from his initiative.

From the view of teacher competence enhancement, used strategy is a traditional development strategy. Chambers (2006) thought that the difference between traditional professional development and embedded multimedia professional development is started by holding trainings for trainer. The trainers then train the teachers and the teachers using the result of the training educate the students. Every step in the process, the information tends to be reduced or more confusing, so that the information given to the students tends to be weaker, transformed. In the second model, professional development is done using multimedia, such as video, computer and so on, so that decreasing of the information can be prevented.

Different with Chambers, Cranton (1996:26) stated that many strategies form of traditional professionalism development which are used generally are manuals, guides, newsletters, how-to materials, workshops, retreats, training programs, and evaluations and performance appraisals. In his opinion, the use of those kinds of strategies cannot enhance teacher professionalism, make the teachers depend on others, do not create independence of the teachers as a grown up subject. He then offered three central concepts in the education theory of grown up people, which is admitted as the appropriate one to enhance teacher professionalism as a grown up subject, i.e. self-directed learning, critical reflection, and transformative learning. The three of them as a whole concept, connected and completed each other. For him, professionalism enhancement is a transformative learning process of grown up people. Self-directed learning is a foundation of transformative learning, whereas critical reflection is a central process needed in transformative learning. Self-directed learning as a transformative process can be developed by doing critical reflection continuously, either on the content or process. The developing of self-directed learning has to pay attention to the individual differences of the teachers, especially their psychological types.

The teachers found different effects of teacher professionalism enhancement policy implementation. Teacher professionalism enhancement has not been got by the teachers fairly; it is done sporadically (not continuously), and has not monitored and evaluated systematically and scheduled. The enhancements tend to be filled by pattern and material standardizing, without concerning teachers and schools specific needs. Some teachers stated that that kind of teacher professionalism enhancement program affected the teachers' performance for a while. The effect happens in the beginning of activities, but later the teachers will apply the old pattern.

From the discussion above, it is clear that teacher professionalism enhancement policy system in Salatiga, there is a consistent effort to create education new paradigm after reformation, only on the level of practical education, the programs of teacher professionalism enhancement uses traditional strategies, responded differently by the teachers, and causes effects in teachers' performances. In district autonomy with teachers' new paradigm, teacher professionalism enhancement is changing and improving. Changes and improvements happen because of the varieties and chances to join teacher professionalism enhancement. However, the changes are not from internal realization, but moved by external causes.

CONCLUSION

Based on the research and discussion above can be concluded as below:

In Salatiga, the teacher professionalism enhancement has been a policy priority. Teacher professionalism enhancement is done based on education new paradigm. Teacher professionalism enhancement policy is done through enhancing the educators' quality, focused on academic qualification enhancement effort, competence, and profession education. Teacher professionalism enhancement strategy is still traditional, has not used strategy which is –by Patricia Cranton- called as self-directed learning, critical reflection, and transformative learning.

By conducting the education new paradigm, there are changes and developments from variety and chance to join teacher professionalism programs, but the implementation is not optimal. Teacher professional enhancement has not been joined by all teachers, done sporadically (not continuously), and there is no monitoring and evaluating systematically and scheduled. The development material tends to be filled by pattern and material standardizing, without concerning teachers and schools specific needs.

Teacher professionalism enhancement program implementation affected the teachers' performance for a while. The effect happens only in the beginning of the activities and when it is supervised, but in further development the teachers use the old pattern. Besides, the principal chance to enhance the teacher professionalism is limited, because his job is focused on the administrative things so that the things related to the teacher professionalism gets less attention.

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