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Analysis of Sustainable Teacher Professionalism Development Post-Certification in SD Negeri Medang Kampai District, Dumai City

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ABSTRACT

This study aims to analyze (1) the reasons for the teachers of SD Negeri Medang Kampai in implementing PKB, (2) the efforts of teachers in implementing PKB, (3) the supporting and inhibiting factors in the implementation of PKB, (4) the efforts of the teachers of SD Negeri Medang Kampai in implementing PKB. The research data sources were five principals and forty-seven elementary school teachers in Medang Kampai District. The data collection technique used observation, interview and documentation techniques. The data analysis technique uses the Miles and Huberman model, namely data reduction, data display, and drawing conclusions. The results showed that (1) the reasons for teachers to follow PKB were to add insight, knowledge, creativity and improve professional competence, orders from school principals, and for promotion, (2) the efforts of teachers in implementing PKB were to follow seriously, 3) the supporting and inhibiting factors in the implementation (PKB) that come from the Office, the school and themselves, (4) the efforts of teachers in overcoming obstacles to the implementation (PKB) are involving teachers in PKB activities, providing as much related information as possible, motivating teachers to continue to be enthusiastic about participating in PKB activities.

1. Introduction

The government stipulates a regulation through Permenegpan number 16 of 2009 concerning functional positions and credit numbers, that teachers who already have an educator certificate are required to carry out continuous professional development (PKB). PKB is a continuous professional development carried out in accordance with the needs of teachers to achieve professional competency

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standards and/or increase their competence above their professional competency standards which at the same time has implications for obtaining credit scores for promotions/functional teacher positions. The development of teacher professionalism through the PKB program includes three things, namely self-development, innovative work, and scientific publications. Indicators of self-development are as follows: 1) Functional education and training, 2) Collective activities of teachers. Indicators of innovative work are as follows: 1) Development of modifications or inventions. According to Permenneg PAN and RB Number 16 of 2009, elements of sustainable professional development activities include: 1) Personal Development, 2) Innovative Work, 3) Scientific Publications, in line with what was said (Prihatna & Sukanto 2013).

Teachers need to update their knowledge so that they are in line with the times, so that with adequate knowledge and insight, teachers can become more professional teachers. This reason is in accordance with the opinion of Warso (2016), teachers who have a central and strategic role in education are required to have a professional attitude in carrying out their duties and must always develop professionalism continuously. So it can be concluded that increasing teacher professionalism is the general goal of participating in Continuous Professional Development (PKB) activities. By reading and understanding the contents of journals or other scientific papers in the field of education, it is hoped that teachers can develop their professionalism (Saud, 2013).

Basic Principles of PKB Implementation According to Fajarwati (2019) some basic principles of PKB implementation are:

1. PKB is focused on student success/student learning achievement. Therefore, PKB as part of the teacher's task.
 2. Every teacher has the right to have opportunities for systematic and continuous self-development. To avoid equal opportunities in the teacher PKB program, the preparation of PKB activities begins in schools.
 3. As explained earlier that teachers have the right to participate in PKB, for the implementation of the PKB, a minimum number of hours per year is carried out according to the provisions of government regulations.
 4. After the teacher performance assessment has been carried out, if the teacher is included in the category of participating in the PKB, if he does not implement it, he will be given a sanction.
 5. PKB materials focus on student learning, academic materials, learning approaches, the latest models to improve the quality of education.
 6. PKB begins with the teacher himself, so development activities involve the teacher actively until there is a change for the teacher.
 7. PKB contributes to the realization of the goals and values that take place in the school concerned. Therefore, PKB should be considered as one of the important components related to education improvement planning.
 8. PKB is attempted to be carried out in schools/with schools in their environment due to the relevance of activities.
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9. PKB should be able to realize the legalization of the teaching profession to be more dignified and useful for educating children so as to create changes, especially in the field of education.

This is in line with research (Satyarini, 2013) and several research results related to the variables of teacher professional development, teacher certification and teacher performance that have been carried out by several previous researchers (Wijiutami 2019; Hadi 2015; Murni 2015; Edy 2015; Rahmawati 2019). A professional is a person who is always open and responsive to various changes, especially those related to his profession. In order to always adapt to these changes, one of the demands for teacher professionalism is the existence of continuous professional development. Continuous professional development activities are an absolute demand for teachers because of the rapid development of science and technology. The reality is that there are certified educators at SD Negeri Medang Kampai who have not carried out professional development, including participating in self-development activities, writing scientific papers and creating innovative works. Scientific paper (scientific paper) is a written and published report that describes the results of research or studies that have been carried out by a person/a team by fulfilling scientific rules and ethics that are confirmed and adhered to by the scientific community (Sulhan, 2017). Based on temporary observations in the field, it shows that SD Negeri Medang Kampai teachers have carried out continuous professional development (PKB) but have not been maximized. The professional ability of teachers is essentially the estuary of all theoretical knowledge, all mastery of various basic skills, and a deep understanding of learning methods, learning objects and learning situations. (Hasanah, 2012).

This problem can be seen that teacher activities in continuous professional development are only limited to following self-development, such as: participating in functional training activities and teacher collective activities that improve teacher professional competence such as KKG activities to prepare end-of-semester assessment questions, seminars, and workshops. Meanwhile, other activities such as scientific publications and innovative works are still rarely carried out. Daryanto (2013) mentions several examples of materials that can be developed in self-development activities, both in functional training and teacher collective activities, including: (1) education planning and work programs; (2) curriculum development, preparation of lesson plans and development of teaching materials; (3) development of teaching methodology; (4) assessment of student learning processes and outcomes; (5) the use and development of information and computer technology (ICT) in learning; (6) learning process innovation; (7) increasing professional competence in facing the demands of the latest theory; (8) writing scientific publications; (9) development of innovative works; (10) the ability to present the work; and (11) improvement of other competencies related to the implementation of additional tasks or other tasks relevant to the function of the school/madrasah.

According to Syuroh (2017) innovation work is the work of teachers in supporting learning such as laboratory equipment, teaching aids and others. The development of the teaching profession needs to be carried out considering that teachers are one of the determining components of the realization of the quality of education in schools in particular and will have an impact on the high and low quality of education in a country (Waryono, 2015). Therefore, teachers are required to always develop their profession in a sustainable manner so that they really become professional. This study aims to analyze (1) the reasons for the teachers of SD Negeri Medang Kampai in implementing PKB, (2) the efforts of teachers in implementing PKB, (3) factors supporting and inhibiting the implementation of PKB, (4) the efforts of teachers at SD Negeri Medang Kampai in implementing PKB.

2. Methodology

This research method is included in the descriptive-analytical qualitative research. Bagdan & Taylor in Moleong (2006) say that qualitative research produces data in the form of written or spoken words from people, behaviors and events that can be observed with the aim of explaining the phenomenon in depth through data collection in the field. An interview is a conversation with a specific purpose. The interview is a conversation between the questioner and the resource person with questions and answers either directly or indirectly with a specific purpose (Moleong 2013). This research was carried out at a public elementary school in Medang Kampai District, Dumai City. Sources of research data are 5 principals and 47 teachers of SD Negeri Medang Kampai sub-district who already have educator certificates. Data collection techniques used are observation, interviews and documentation. The data analysis technique uses the Miles and Huberman model (Sugiyono, 2017) namely data reduction, data display, and drawing conclusions. Test the validity of the data using technical triangulation and source triangulation.

Data analysis in this study was carried out by systematically searching and compiling data obtained from observations, interviews, and documentation by organizing the data for further display and analysis into simpler data. Qualitative data analysis according to Miles and Huberman (Sugiyono, 2017) is carried out interactively and takes place continuously according to Figure 1:

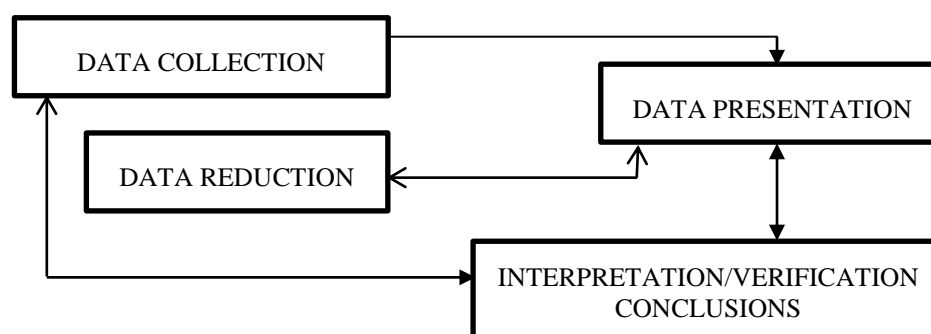


Figure 1. Components in Miles and Huberman Data Analysis

Researchers carried out field data collection activities by observation, interviews, and documentation. Furthermore, the data from the research is reduced by sorting out the main things that support the research and the data that are not suitable are reduced. This reduction process makes it easier for researchers to collect further data if data is still needed. The next step after the data is reduced is to present the data. The presentation of the data is carried out describing the results of the reduction in the form of a narrative text or a brief description of the activities of continuing teacher professional development after certification in SD Negeri Medang Kampai District, Dumai City. The presentation of this data serves to facilitate researchers in understanding and drawing temporary conclusions

To facilitate researchers in conducting research, the authors need to compile or operationalize the variables in the study. The research instrument is a tool used to measure the observed natural and social phenomena (Sugiyono, 2017). Researchers make instruments that will be used for research by compiling research variables that are set to be studied. From these variables, operational definitions are given, and then the indicators to be measured are determined.

3. Results and Discussion

3.1 Teacher's Reasons in Implementing PKB

From the overall opinion regarding the reasons for teachers in implementing PKB, 55% (26 teachers) gave reasons to add insight, knowledge, and improve the professional competence of teachers. From the results of the implementation of the PKB, the teachers of SD Negeri Medang Kampai have implemented and implemented what they got during the PKB activities. It is proven that as many as 21 teachers have carried out scientific publications such as PKBssroom action research (CAR) in solving learning problems in the PKBssroom, the school has a curriculum development team in preparing the 2013 KTSP, as many as 2 teachers are able to make DUPAK for PKBss promotion, and as many as 3 teachers have compiled exam questions. city school.

The reason for the teacher in carrying out the PKB other than that because of the principal's order, can be presented, namely 32% (15 teachers) answered that reason. The school principal selects teachers to participate in PKB activities based on an invitation from the Dumai City Education and Culture Office. The school prepares a letter of assignment to teachers who will take part in PKB activities. If there is a budget, the school will provide transportation money for teachers who take part in these activities. However, in reality there are teachers who refuse to participate in PKB activities for various reasons such as lazy, unwell, unable to use ICT, long distances from training, due to busyness and family matters. If a teacher who has been selected refuses to participate in PKB activities, the principal will offer to other teachers who want to participate in PKB activities.

In addition to the reasons above, the reasons for teachers in carrying out PKB activities, namely for promotions or groups, can be presented, namely 13% (6

teachers) answered these reasons. From the data obtained, 2 teachers have PKBss IV b, 2 teachers have PKBss IVa, 5 teachers have PKBss III d, 9 teachers have PKBss III c and as many as 29 teachers have PKBss III b. Thus, it is hoped that elementary school teachers in the Medang Kampai sub-district will continue to improve their careers and positions on a regular basis by involving teachers in PKB activities to collect credit scores as a condition for PKBss promotion.

3.2 Teacher Efforts in the Implementation of Continuous Professional Development (PKB)

From the results of interviews with principals and teachers of SD Negeri Medang Kampai regarding the efforts of teachers in implementing PKB as follows: 1) Teachers try to take PKB seriously until they are completed by the Education Office or independently. The results of the activity are disseminated to fellow teachers, 2) Teachers look for information in various media and from the internet such as online training for AKM guidance held by the Ministry of Education and Culture, teaching and learning programs for teachers during the COVID-19 pandemic period organized by the Ministry of Education and Culture, and national online E-Learning workshops. schools use moodle, 3) Teachers try to exchange information and solve problems with each other in KKG activities such as compiling lesson plans during PJJ, determining appropriate learning media during PJJ in accordance with.

3.3 Supporting and Inhibiting Factors in the Implementation of PKB

The supporting factors in implementing sustainable professional development can be seen in table 1.

Table 1. Supporting Factors in the Implementation of PKB

No	Supporting Factors in the Implementation of PKB	Support Type
1.	From the Department of Education	<ul style="list-style-type: none"> • Conducting training activities, as well as special training, workshops on a regular basis • Provide information easily, either with an invitation letter or information on the Dumai City Education and Culture Office website page • All facilities needed during the activity are borne by the Dumai City Education and Culture Office
2.	From School	<ul style="list-style-type: none"> • Activities are packaged attractively • Principal's motivation • Information is open and fair • There is a budget
3.	From myself	<ul style="list-style-type: none"> • Intentions in oneself • Motivation to seek information

Source: interviews and documentation

The results of interviews with SD Negeri Medang Kampai teachers regarding the form of support for the implementation of PKB from the education office can be

concluded, among others: as many as 31 (65.96%) teachers said that the education office held training activities, as well as special training, workshops on a regular basis, as many as 12 (25.53%) teachers said that the education office provided information easily, either with an invitation letter or information on the website page of the Dumai City Education and Culture Office. All facilities needed during the activity were covered by the Dumai City Education and Culture Office, and as many as 4 (8.51%) teachers said that PKB activities organized by the education office were packaged in an attractive manner.

The results of interviews with elementary school teachers in Medang Kampai District regarding the form of support for the implementation of PKB from schools can be concluded, among others: 29 (61.70%) teachers said that the principal motivated the teachers who were sent to participate in self-development, as many as 13 (2.74%)) the teacher said that the principal provided open and fair information to teachers in his school and provided equal opportunities for teachers to participate in self-development activities both organized by the education office and independently, as many as 5 (10.64%) teachers said that schools give transportation money to teachers who carry out self-development if there is a budget. The inhibiting factors in implementing sustainable professional development can be seen in table 2.

Table 2. Inhibiting Factors in the Implementation of PKB

No	Inhibiting Factors in the Implementation of PKB	Type of Barriers
1.	From the Department of Education	<ul style="list-style-type: none"> • Invitation information that did not reach school • Limited quota/participants
2.	From School	<ul style="list-style-type: none"> • Limitations in assigning teachers to training • Appoint a teacher who is not in the field of forgiveness
3.	From Myself	<ul style="list-style-type: none"> • Busy because there are other tasks • Health problems • Weak ICT skills • Long distance from the training ground

Source: interviews and documentation

The results of interviews with elementary school teachers in Medang Kampai District regarding the forms of support for the implementation of PKB from themselves include: 37 (78.72%) teachers said that teachers carried out PKB activities because of their intention and motivation. This opinion is in accordance with Masyhud's (2014) opinion, teachers must be patient, wise, listen a lot, read a lot, not patronize and invite other teachers to open their hearts. A total of 10 (21.28%) teachers said that teachers have the motivation to seek information related to PKB activities. Thus, it can be said that elementary school teachers in Medang Kampai sub-district have a strong will to improve their professionalism as teachers.

From the results of interviews with SD Negeri Medang Kampai teachers regarding the inhibiting factors in the implementation of PKB from the education office, among others: as many as 16 (34.04%) teachers said that information on invitations from the office did not reach school, as many as 31 (65.96%)) the teacher said that there was a limited quota/participant in selecting teachers in schools for PKB activities. The inhibiting factor from the school is that 28 (59.57%) teachers say that there are limitations in assigning teachers who attend training, as many as 19 (40.42%) teachers say that appointing teachers who are not in the field of forgiveness. The inhibiting factor from oneself is as many as 28 (59.57%) teachers say that they are busy because they have other tasks, as many as 6 (12.76%) teachers say that there is a health problem, as many as 9 (19.15%) teachers said that they were weak in using ICT, as many as 4 (8.51%) teachers said that the distance was far from the training venue so that teachers refused to take part in PKB activities organized by the education office.

3.4 Efforts to Overcome Barriers

Table 3 shows the efforts to overcome obstacles in the implementation of PKB both from the office, from schools and from oneself.

Table 3. Efforts to Overcome Barriers to the Implementation of PKB

Efforts to Overcome Barriers to the Implementation of PKB	Total number of teachers
• Seek information from other schools or the education office regarding PKB activities	7
• Schools include teachers every time there is a development program from the education office in accordance with the field of forgiveness	5
• The school motivates teachers to continue to be enthusiastic and try their best to develop themselves and improve their performance	8
• Increase the intention or willingness to develop	9
• Looking for information, relationships, and keep motivating yourself through lots of reading and keep practicing	2
• Adding PKB development activities through independent development outside the service	3
• Conditioning health and condition if appointed to attend training	8
• Teachers take ICT courses/trainings to become proficient in using IT	5

Source: interviews and documentation

With the efforts made in overcoming obstacles to the implementation of PKB, it is hoped that PKB activities at SD Negeri Medang Kampai can run smoothly so that they can improve the performance and professionalism of teachers in increasing their knowledge and insights that are used to carry out their duties better.

4. Conclusion

The types of continuous professional development activities carried out by SD Negeri Medang Kampai are self-development (training, training, seminars, workshops, courses), scientific publications (writing CAR, journal articles and

papers) and innovative works (props, practicum tools, artworks). From the results of the research, conclusions can be drawn as follows:

1. Teacher's Reasons in Implementing PKB
2. Because of the need to add insight, knowledge, creativity and improve teacher competence in order to get new information related to their duties as teachers either independently or by invitation from the education and culture office.
3. Teachers' Efforts in the Implementation of PKB
4. Teachers try to take the PKB seriously to the end, which is held by the Department of Education and Culture as a result of dissemination activities to fellow teachers. The teacher seeks information about PKB activities
5. Supporting and Inhibiting Factors in the Implementation of PKB
6. Supporting factors in the implementation of PKB are the motivation of school principals, the education and culture office as organizers of training/training activities for teachers. Inhibiting factors from schools are limitations in assigning teachers, limited quota/participants, lack of ability of teachers to use ICT
7. Efforts to Overcome Obstacles in the Implementation of PKB
8. Involve teachers whenever there is a development program from the education office or independently. Schools provide information related to PKB activities and motivate teachers to continue to be enthusiastic and try their best to develop themselves and improve their performance. Searching for information on PKB activities on the Internet adds to PKB development activities through independent development outside the office, conditions health and conditions if appointed to attend training

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