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

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ABSTRACT

This study aims to analyze all the aspects in implementing Teacher Professionalism Development (PKB) of the SD Negeri teachers in Medang Kampai, Dumai, Indonesia. 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 used 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 of 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 Sustainable professional development (PKB). PKB is a Sustainable professional development carried out in accordance with the needs of teachers to achieve professional competency standards and increase their competence above their professional competency standards which at the same time has implications for obtaining credit scores for promotions or functional teacher positions. The development of teacher

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professionalism through the PKB program includes three matters, namely self-development, innovative work, and scientific publications. The indicators of self-development are as follows: 1) Functional education and training, 2) Collective activities of teachers. While, the indicators of innovative work are as follows: 1) Development of modifications or inventions. According to Permenneg PAN and RB Number 16 of 2009, the elements of sustainable professional development activities include: 1) Personal Development, 2) Innovative Work, 3) Scientific Publications, in line with what was said (Prihatna & Sukamto 2013).

Teachers need to update their knowledge in order to be in line with the times. Thus, the teachers can become more professional teachers with adequate knowledge and insight. 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 sustainably. Therefore, it can be concluded that increasing teacher professionalism is the general goal of participating in Sustainable Professional Development (PKB) activities. It is hoped that teachers can develop their professionalism by reading and understanding the contents of journals or other scientific papers in the field of education (Saud, 2013).

Basic Principles of PKB Implementation According to Fajarwati (2019) are:

1. PKB is focused on student success or student learning achievement. Therefore, PKB as part of the teacher's task.
 2. Every teacher has the right to have opportunities for systematic and Sustainable 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 teacher performance assessment has been carried out, the teacher must do the action based on the result. If the teacher is included in the category of PKB participants, the teacher is obliged to join it and there will be a sanction for the absence.
 5. PKB materials focus on student learning, academic materials, learning approaches, and the latest models to improve the quality of education.
 6. PKB begins with the teacher, 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 surround their environment due to the relevance of activities.
 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.
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This is in line with the research conducted by Satyarini (2013) and several research results related to the variables of teacher professional development, teacher certification, and teacher performance (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 Sustainable professional development. Sustainable professional development activities are an absolute demand for teachers because of the rapid development of science and technology. In fact, 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 is a written and published report that describes the results of research that have been carried out by a person or a team with concerning 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 not been maximal in carrying out sustainable professional development (PKB) (Hasanah, 2012).

This problem can be seen that the scope of teacher activities in sustainable professional development are only limited to self-development, such as participating in functional training activities and teacher collective activities which only aims to improve teacher professional competence such as KKG activities to prepare end-of-semester assessment questions, seminars, and workshops. Meanwhile, the 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.

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 in realizing the quality of education and will have an impact on the quality of education in a country (Waryono, 2015). Therefore, teachers are required to always expand their profession in a sustainable manner in order to become the professional teacher. 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) and the efforts of teachers at SD Negeri Medang Kampai in implementing PKB.

2. Methodology

The research method was included in the descriptive-analytical qualitative research. Bagdan & Taylor in Moleong (2006) opine that qualitative research produces data in the form of written or spoken words from people, behaviors, and events which 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 resources 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. The sources of research data were 5 principals and 47 teachers of SD Negeri Medang Kampai sub-district who already took the educator certificates. Data collection techniques were observation, interviews, and documentation. The data analysis technique used the Miles and Huberman model (Sugiyono, 2017) namely data reduction, data display, and drawing conclusions. The research used technical triangulation and source triangulation to test the validity of the data.

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 Sustainably according to Figure 1:

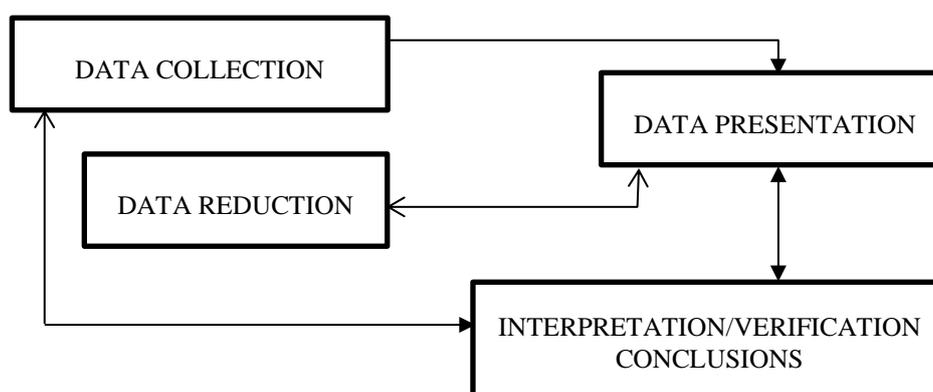


Figure 1. Components in Miles and Huberman Data Analysis

Researchers carried out field data collection activities by observation, interviews, and documentation. Furthermore, the data from the research was filtered into the supporting data the data that were not suitable. This reduction of filter process eased the researchers to collect further data if data is still needed. The next step was the presentation of the data which was carried out to describe the results of the reduction in the form of a narrative text or a brief description of the activities of sustainable 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.

The authors compiled or operationalized the variables in the study to facilitate researchers in conducting research. The research instrument is a tool used to measure the observed natural and social phenomena (Sugiyono, 2017). Researchers made the instruments that used for research by compiling research variables of the studied. From these variables, operational definitions were given, and then the indicators were determined.

3. Results and Discussions

Teacher's Reasons in Implementing PKB

Overall, 55% of teachers (26 teachers) opined that implementing PKB was able to expand knowledge, insight, and improve the professional competence of teachers. The implementation of PKB at SD Negeri Medang Kampai had a good influence on teachers and schools, such as 21 teachers who published scientific publications in the area of classroom action research (CAR). Furthermore, the school had a curriculum development team in preparing the 2013 KTSP. A total of 2 teachers were able to create DUPAK for the promotion of PKB and as many as 3 teachers had prepared exam questions.

Furthermore, there were 32% (15 teachers) of the total teachers who thought that they became a participator of PKB because of the principal's orders. The school principal selected teachers to participate in PKB activities based on an invitation from the Dumai City Education and Culture Office. The school prepared a letter of assignment to teachers who will take part in PKB activities. If there was a budget, the school would provide a transportation budget for teachers. However, in reality, there were teachers who refused to participate in PKB activities for various reasons such as being lazy, unwell, unable to use technology, far from the training site, or busy taking care of their family. If a teacher refused to participate in PKB activities, the principal would offer other teachers to participate in PKB activities.

Lastly, 13% of teachers (6 teachers) participated in PKB activities for promotions or groups. From the data obtained, there were 2 teachers who had PKBss IV b, 2 teachers had PKBss IVa, 5 teachers had PKBss III d, 9 teachers had PKBss III c and as many as 29 teachers had PKBss III b. Thus, it is hoped that elementary school teachers in Medang Kampai District can continue to improve their careers and positions on a regular basis by involving teachers in PKB activities in order to collect credit scores as a condition for promotion to PKB ranks.

Teacher Efforts in the Implementation of Sustainable Professional Development (PKB)

The results of interviews with principals and teachers of SD Negeri Medang Kampai showed that there were several teacher efforts in implementing PKB as

follows: 1) Teachers tried to seriously work on PKB until it was completed by Education Authorities or independently. The results of the activity were disseminated to fellow teachers, 2) Teachers looked for information on 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 tried to exchange information and solve problems in KKG activities such as compiling RPP and determining appropriate learning media during PJJ.

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 Authorities can be concluded that: 31 teachers (65.96%) said that the Education Authorities held training activities, as well as special training, and workshops on a regular basis. As many as 12 teachers (25.53%) said that the Education Authorities 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. Then, 4 teachers (8.51%) said that PKB activities organized by the Education Authorities were attractive.

The results of interviews with elementary school teachers in Medang Kampai District regarding support for the implementation of PKB from schools can be concluded that: 29 teachers (61.70%) said that the principal motivated the teachers who were participated in self-development. There were 13 teachers (2.74%)

stating that the principal provided information to teachers in their schools and provided equal opportunities for teachers to participate in self-development activities both organized by the Education Authorities and independently. 5 teachers (10.64%) stated that the school provided transportation money to teachers who did self-development if there was a budget. The inhibiting factors in carrying out 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 was not in the field of forgiveness
3.	From Myself	<ul style="list-style-type: none"> • Busy because there were other tasks • Health problems • Weak ICT skills • Training location located far from home

Source: interviews and documentation

The results of interviews with elementary school teachers in Medang Kampai District regarding the support for the implementation of PKB from themselves were: 37 teachers (78.72%) said teachers did PKB activities because they had the intention and motivation. This opinion is in accordance with Masyhud's (2014) statement that 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 teachers (21.28%) stated that teachers had the motivation to seek information related to PKB activities. Thus, it can be said that elementary school teachers in Medang Kampai sub-district had a strong will to improve their professionalism as teachers.

From the results of interviews with SD Negeri Medang Kampai teachers regarding the inhibiting factors for the implementation of PKB, as many as 16 teachers (34.04%) said that invitations from the service did not reach schools, 31 teachers (65.96%) stated that there was a limited quota/participant in selecting teachers for PKB activities. The inhibiting factors from the school were that 28 teachers (59.57%) said there were limitations in assigning teachers who participated in the training, as many as 19 teachers (40.42%) said that hiring teachers who were not in the field of forgiveness. The inhibiting factor from oneself was that 28 teachers (59.57%) said they were busy because they had other tasks, 6 teachers (12.76%) with health problems, 9 teachers (19.15%) said there were health problems, 9 teachers (19.15%) stated that they were weak in using ICT, and lastly 4 teachers (8.51%) stated that the distance from the training was far from their house.

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 authorities 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 motivated 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 was hoped that PKB activities at SD Negeri Medang Kampai could run smoothly so that they could improve the performance and professionalism of teachers in increasing their knowledge and insights that will be used to carry out their duties better.

4. Conclusion

The types of Sustainable professional development activities carried out by SD Negeri Medang Kampai were 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. The teacher's Reasons in Implementing PKB: The need to expand insight, knowledge, creativity, and improve teacher competence in order to get new information related to their duties as teachers either independently or by education and culture office.
2. The teachers' Efforts in the Implementation of PKB: Teachers tried to take the PKB seriously to the end, which was held by the Department of Education and Culture as a result of dissemination activities to fellow teachers. The teacher seeks information about PKB activities
3. Supporting and Inhibiting Factors in the Implementation of PKB: Supporting factors in the implementation of PKB were 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

4. Efforts to Overcome Obstacles in the Implementation of PKB: 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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