

PROFESSIONAL DEVELOPMENT OF ENGLISH TEACHERS IN RSBI SCHOOLS IN SINGARAJA

Ni Wayan Monik Rismadewi
1029011052

ABSTRACT

Key Words : professional development, pedagogical competency, personal competency, social competency, professional competency.

This research aims at describing the efforts that had already been done by English teachers in SD Negeri 3 Banjar Jawa and SMP Negeri 1 Singaraja on their professional development in terms of pedagogical, personal, social and professional competency, and the problems encountered in pursuing those competencies. The research was conducted by using descriptive qualitative design. The instruments used in this study were questionnaires, interview guide, obseravtional notes, and portfolio. The primary data were analyzed descriptively. Accordingly, the results of the study showed that: 1) Self-directed Development, Case-based Professional Development, and Cooperative-Collegeal Development were the types/models of the professional development that had been done by English teachers on their professional development, 2) Each of the professional developments was derived from some kinds of activities/efforts which had already been done by English teachers; 3) Time limitation, the lack of literatures, the lack and inequal opportunity to participate in scientific forum, the use of technology for self-development were several problems encountered by English teachers in pursuing their pedagogical, social and professional competency. Finally, from the result of the analysis it can be concluded that: 1) The efforts that had already been done by English teachers on their professional development in terms of pedagogical competency are: using various teaching media, using various teaching techniques and models, reading books, articles and journals about english and education, participating in scientific forums, using learning and teaching facilities, conducting assessment/evaluataion, conducting discussion with peers, conducting lesson study, 2) The efforts that had already been done by English teachers on their professional development in terms of personal competency are: Accepting and giving constructive critics and suggestions from peers, being discipline, and following religious activities in school, 3) The efforts that had already been done by English teachers on their professional development in terms of social competency are: participating in scientific forums, participating in professional community and organization, conducting discussion with peers. 4) The efforts that had already been done by English teachers on their professional development in terms of professional competency are: reading books, articles and journals about english, conducting research, using information and technology for self-development, 5) The problems encountered by English teachers in pursuing those four main competencys are: Problem in the context of Pedagogical competency: 1) Time limitation and lack understanding of how to conduct research especially in classroom action-based research, 2) The lack of literatures, and 3) Time limitation in conducting team teaching. Problem in the context of Social competency: The lack and inequal opportunity to participate in scientific forum. Problem in the context of Professional development: 1) The lack of literatures, and 2) The use of technology for self-development.

I. INTRODUCTION

A. Background of the Study

Many countries all over the world have the same point of view on the importance of education as the main effort in creating high quality of human resource with high competitive skill whether it is nationally, regionally, and even internationally. In such context, education plays a very essential role. That is why the priority of development on every country focuses on education area (Smith, 2007).

Along with this concern, the system of education in the worldwide has been changing all over the years as well. That also happens in Indonesia. With the start of the new millenium, many societies are engaging in serious and promising educational reforms. One key element in most of these reforms is the professional development of the teachers. It is acknowledged that teachers are not merely a factor that need to be changed in determining the success of the reforms, but they are the most significant changing agent in the reforms (Villegas-Reimers, 2003). This yields the field of teacher professional development that has received major attention during the past few years. The role of teachers in students' achievement is central to this concern. Higher standards for teachers accompany the push for higher standards for students and greater accountability for student learning, and professional development is a critical link among new policies, school reform, and improved educational practice.

Recently, the Government of Indonesia has paid more attention to the quality of teachers. Based upon Teacher Law 2005, the Government of Indonesia stipulated a teacher as a profession. Teachers should meet the qualification of at least a 4-year Bachelor degree and have teaching certificates. Teachers with a Bachelor degree and teaching experience of at least 10 years may apply for teaching certificates by submitting a portfolio document to be assessed by a panel at a university. Along with this, Indonesian government has also clearly stipulated in Teacher Law No 16 of 2007 that teachers have to fulfill standards of academic qualifications and teachers' competency which is prevailed nationally.

In conjunction with this, based on Law No 20 of 2003 Section 50 Article 3 the Ministry of Education states that Government and or Local Government conducts at least one education at all levels of education to be developed educational unit with international standard. Therefore, Government launched an educational program called RSBI. RSBI stands for Rintisan Sekolah Bertaraf Internasional (Designated International Rating School). Teachers in RSBI schools are designed to become figures who understand well the meaning of learning concepts such as higher-order thinking skill and contextual learning and know

well different characteristics of his/her students (Fahriza, 2009 in Purnomo). It means that the higher quality of teachers is required in RSBI school.

Yet, based on the preliminary study that had been conducted, not all teachers fulfilled the requirements as stated in the Teacher Law No 16 of 2007. There were some indicators in the teachers' competency that were not possessed by the teachers yet. The preliminary study revealed that the good quality of school was not really representative for the teachers' professionalism. In 2008, Padmadewi conducted a study on pedagogic competencies of English teachers in Singaraja. The study showed that the competencies of English teachers did not meet the requirements as stipulated in law No 14 of 2005 yet. To this point, it is clear that teachers' professional development has to be critically concerned. Something has to be done to reach the success of teachers' professional development. Moreover the difficulties encountered by the teachers in developing their professionalism have to be revealed. This becomes the underlying background of why the study on professional development of English teachers in RSBI schools in Singaraja is worth doing.

B. Statements of Problem

1. What efforts have already been done by English teachers on their professional development in terms of pedagogical competency?
2. What efforts have already been done by English teachers on their professional development in terms of personal competency?
3. What efforts have already been done by English teachers on their professional development in terms of social competency?
4. What efforts have already been done by English teachers on their professional development in terms of professional competency?
5. Are there any problems in pursuing those competencies ?

C. The Objectives of the Study

1. The efforts that have already been done by English teachers on their professional development in terms of pedagogical competency.
2. The efforts that have already been done by English teachers on their professional development in terms of personal competency.
3. The efforts that have already been done by English teachers on their professional development in terms of social competency.
4. The efforts that have already been done by English teachers on their professional development in terms of professional competency.

5. The problems encountered by English teachers in pursuing those four main competencies.

D. Limitation of Study

This qualitative study is restricted to investigate the professional development of English teachers in RSBI schools in Singaraja namely SD Negeri 3 Banjar Jawa and SMP Negeri 1 Singaraja which consists of four basic competencies; pedagogical, personal, social and professional competencies.

E. Significances of Research

1. Teachers

This study is expected to widen up EFL teachers' knowledge about the necessities of developing their professionalism.

2. Other Researchers

The result of this study hopefully can be a source for other researchers who are willing to conduct the same field of study.

3. Government/Policy Makers

This study can be used as consideration in making further educational policy or any school reforms, especially about teacher professional development.

4. School Principal

Regarding to the result of this study, the school principals are able to provide and assist their teachers with helps to improve professional development as major concern for the higher quality of the school.

F. Definition of Key Terms

1. Conceptual Definition

a. Teachers' Professional Development:

Teachers' professional development is a process of enhancing teachers' status through increased awareness and an expanding knowledge base. (Darling Hammond in Villegas-Reimers (2003))

b. Pedagogical competency

Competency which is related to the teacher's understanding of the students and the mastery of techniques in planning and implementing effective instructions.

c. Personal competency

Competency which is related to maturity and personality as a teacher which includes responsibility and ethic codes towards their profession as a teacher, behaves well based on social and cultural values in Indonesia.

d. Social competency

This is the ability of the teacher as part of a social group to communicate effectively and efficiently with students, fellow teachers, students' parents/guardians, and the nearby community.

e. Professional competency

This competency is related to mastering the concept and thinking framework of thorough subject content to be taught as well as developing material creatively and professionalism continuously.

f. RSBI: An educational programme which is stipulated by the Ministry of Education based on Law No 20 of 2003 Section 50 Article 3, which states that Government and or Local Government conducts at least one education at all levels of education to develop educational unit with international standard.

2. Operational Definition

a. Professional Development: Skills and knowledge of the English teachers that are attained for both personal development and career advancement as well as academic qualifications which are relevant to the subjects they teach which are derived from four competencies namely; Pedagogical competency, Personal competency, Social competency, and Professional competency.

b. Pedagogical competency : Competency of the English teachers which consists of competencies of planning, implementing, and assessing the teaching learning process in the classroom

c. Personal competency : Competency which is related to the English teachers' maturity and personality as a teacher which includes responsibility and ethic codes towards their profession as a teacher, good behavior based on social and cultural values in Indonesia.

d. Social competency : This is the ability of the English teachers as part of a social group to communicate effectively and efficiently with students, fellow teachers, students' parents/guardians, and the nearby community.

e. Professional competency : This competency is related to the English teachers in mastering the concept and thinking framework of thorough subject content to be taught as well as developing material creatively and professionalism continuously.

f. RSBI : Designated International Rating School as an educational program by the Ministry of Education namely SD Negeri 3 Banjar Jawa and SMP Negeri 1 Singaraja.

II. RESEARCH METHODS

A. Research Design

For the purpose of this study, qualitative approach was used. Qualitative research is a research which tries to reveal the phenomena in the field by collecting data. Qualitative research refers to the meaning, concepts, definition, characteristic, and description of things. Denzin in Gall (2003) stated that qualitative research is multimethod in its focus, involving an interpretative, naturalistic approach to its subject matter. The report research was compiled in narration form which creates and shows the natural characteristic and descriptive quantitative data were given to support the interpretation.

B. Research Setting

The research was carried out in two RSBI schools in Singaraja namely SD Negeri 3 Banjar Jawa and SMPN 1 Singaraja. The research aimed at describing the English teachers' efforts had been already done to develop their competencies namely, pedagogical, personal, social and professional competencies, and problems encountered in developing those competencies.

C. Research Focus

The focus of this study is professional development of English teachers which then generated into five main focuses: 1) Efforts have been done by English teachers in order to improve their pedagogical competency, 2) Efforts have been done by English teachers in order to improve their personal competency, 3) Efforts have been done by English teachers in order to improve their social competency, 4) Efforts have been done by English teachers in order to improve their professional competency, and 5) Problems encountered by English teachers in pursuing those competencies.

D. Method of Data Collection

In collecting the data, the researcher used some methods of data collection, namely; 1) Interview, 2) Questionnaires, 3) Document Study, 4) Observation.

E. Instruments of Data Collection

The instruments which were used in the present study were questionnaires, interview guide, portfolio or archival document and observational note as instruments in gathering the data.

F. Method of Data Analysis

After the data was collected, analysis was done. The process of this research was inductive that the researcher built abstractions, concepts, and theories from details. The data were analyzed qualitatively and quantitatively to support the interpretation. All the data transcribed from the questionnaires, interviews and observations. These data were chosen, specified,

simplified, transformed, and interpreted descriptively. Data reduction were conducted to avoid bias in the result of the study.

III. FINDINGS AND DISCUSSIONS

A. Findings

1. Description of Professional Development of English Teachers in SD Negeri 3 Banjar Jawa

a. Pedagogical Competency

There are four efforts that had already been done by English teachers in developing their pedagogical competency; 1) Using Various Teaching Media, 2) Participating in Scientific Forum, 3) Using Various Teaching Techniques and Models and 4) Conducting Assessment/Evaluation. All of these efforts are Self-directed Development.

b. Personal Competency

There were several ways that they had already done to develop their personal competency. They are; 1) Accepting and giving constructive critics and suggestions from peers, 2) Being Discipline, and 3) Following Religious Activities in School. All of the three efforts can be categorized as Self-directed Development.

c. Social Competency

There are three efforts that had already been done by teachers to develop their social competency, 1) Participating in Scientific Forums, and 2) Conducting Discussion with Peers. Participating in scientific forums can be categorized as Self-directed Development, meanwhile conducting discussion with peers can be categorized as Case-based Professional Development.

2. Description of Professional Development of English Teachers in SMP Negeri 1 Singaraja

a. Pedagogical Competency

There are ten efforts that had already been done by English teachers in SMPN 1 Singaraja in developing their pedagogical competency. They are; 1) Conducting Research 2) Using Various Teaching Media, 3) Using Various Teaching Techniques and Models, 4) Reading Books, Articles and Journals about English and Education, 5) Participating in Scientific Forums, 6) Using Learning and Teaching Facilities, and 7) Conducting Assessment/Evaluation, in which those are involved in Self-directed Development. Meanwhile, conducting discussion with peers can be categorized as Case-based Professional Development and finally lesson study can be categorized as Cooperative-Colleageal Development.

b. Personal Competency

There were several ways that they had done to develop their personal competency. They are; 1) Accepting and giving constructive critics and suggestions from peers, 2) Being Discipline, 3) Following Religious Activities in School. All of these efforts can be involved in Self-directed development.

c. Social Competency

There were three efforts had been already done by teachers to develop their social competency, 1) Participating in Scientific Forums, 2) Participating in Professional Community and Organization, and 3) Conducting Discussion with Peers. The three efforts can be categorized into different kinds of professional development. Participating in scientific forums belongs to Self-directed Development, participating in professional community and Organization belongs to Cooperative or Colleageal Development, and conducting discussion with peers belongs to Case-based Professional Development.

d. Professional Competency

There were three efforts had already been done by English teachers to develop their professional competency namely: 1) Reading Books, Articles and Journals about English, 2) Conducting Research, and 3) Using Information and Technology for Self-development, in which they can be categorized as Self-directed Development.

3. Problems Encountered by English Teachers SD Negeri 3 Banjar Jawa

a. Problem dealing with Pedagogical Competency

In developing pedagogical competency, English teachers of SD Negeri 3 Banjar Jawa found some problems. They are in 1) Conducting Research, 2) Getting Literatures, and 3) Conducting Team Teaching.

b. Problem dealing with Social Competency

In terms of developing social competency, teachers also found an obstacle. It is in participating scientific forum, in which in participating scientific forums teachers expect an opportunity to socialize with other people. The chance of participating in scientific forums only goes to those who were already been an in-service teacher. It means that the chance to join community other than in school is very limited.

c. Problem dealing with Professional Competency

In professional competency, the lack of literatures, and the use of technology were two major problems encountered by English teachers in SD Negeri 3 Banjar Jawa.

4. Problems Encountered by English Teachers in SMP Negeri 1 Singaraja

a. Problem dealing with Pedagogical Competency

From the efforts had done by English teachers in pursuing their professional development on pedagogical competency, there was a problem encountered, that is in conducting team teaching or lesson study specifically.

b. Problem dealing with Professional Competency

In professional competency, English teachers in SMP Negeri 1 Singaraja found problems as well. They are in 1) Getting literatures, and 2) Using technology and information for self-development.

B. Discussion

1. Professional Development of English Teachers in SD Negeri 3 Banjar Jawa

a. Pedagogical Competency

Pedagogical competency is important for teachers' professional development. The four efforts on developing pedagogical competency of English teachers in SD Negeri 3 Banjar Jawa is in line with a model of professional development has been mentioned in chapter two. Those efforts can be classified into Self-directed Development. Self-directed development itself is a model of professional development in which teachers identify a particular objective that they consider to be of importance to them (Villegas-Reimers, 2003). In addition, those efforts also in line with the indicators of teachers' pedagogical competency stated in Teacher Law no 16 of 2007.

b. Personal Competency

Based on the findings, there were several ways that English teachers had done to develop their personal competency. They are; 1) Accepting and giving constructive critics and suggestions from peers, 2) Being Discipline, 3) Following Religious Activities in School. All of those efforts are included in Self-directed Development. As it is mentioned previously, in Self-directed Development teachers set their goal, and they are responsible for their own professional development. In this case, to be personally competent is the goal of the teachers. And the efforts are the teachers' way to reach that goal. As it is stated in the Teacher Law no 16 of 2007, the personal competency has some indicators should be possessed by teachers.

c. Social Competency

In developing their social competency, English teacher in SD Negeri 3 Banjar Jawa had done two ways. The first is by participating in scientific forums, and the second is by conducting discussion with peers. Participating in scientific forums can be

categorized as Self-directed Development. It is a way of teachers to reach the already set-goal that is developing their social competency. Meanwhile, another effort had done by English teachers in SD Negeri 3 Banjar Jawa is conducting discussion with peers. This effort can be included in Case-based Development based on the problem discussed. English teachers in SD Negeri 3 Banjar Jawa, usually discuss about any problems or case they had found in the classroom. Through the discussion itself, teachers build relationship with peers. The two efforts of developing social competency by English teachers in SD Negeri 3 Banjar Jawa are in line with the indicators of social competency of teachers stated in Teacher Law no 16 of 2007.

d. Professional Competency

From the finding of the present study, the researcher did not find any significant efforts had done by English teachers. It is because the efforts had done to develop this competency are likely the same with another competency. It resulted in problems encountered by teachers in developing their professional competency. The problems are, 1) The Lack of Books, Articles, and Journal and 2) The Use of Technology and Information.

2. Professional Development of English Teachers in SMP Negeri 1 Singaraja

a. Pedagogical Competency

In contrast with English teachers in SD Negeri 3 Banjar Jawa, English teachers in SMP Negeri 1 Singaraja had already done totally ten efforts. Based on the theory in chapter two, some efforts are in line with the core idea of particular types of professional development. Conducting Research, Using Various Teaching Media, Using Various Teaching Techniques and Models, Reading Books, Articles and Journals about English and Education, Participating in Scientific Forums, The Use of Learning and Teaching Facilities, and Conducting Assessment/Evaluation are included in Self-directed development. Besides that, all of the efforts here, can be seen indirectly in the Teacher Law no 16, specifically it can be seen in the indicators of pedagogical competency. Another effort is Lesson study. Lesson study is a way of English teachers in SMP Negeri 1 Singaraja. It can be used to improve the teaching, it is because by conducting lesson study, teachers can get feedback from other teachers. Lesson study can be included in a type of professional development that is Co-operative or Collegial Development. The last effort is conducting discussion with peers. This effort can be categorized as Case-based Professional Development. The idea of Case-based Professional Development is teachers are able to discuss any issues found in their practice. The discussion had done

by teachers was about the lesson plan, the problems found in the classroom, etc. From all efforts above, English teachers in SMP Negeri 1 Singaraja encountered a problem. It is related with team teaching or in this case Lesson study. The problem is in terms of the time allotment. English teachers in SMP Negeri 1 Singaraja felt that the hectic schedule made them difficult to actualize the lesson study.

b. Personal Competency

Similar with English teachers in SD Negeri 3 Banjar Jawa, there are three efforts had been done by English teachers in SMP Negeri 1 Singaraja. They are 1) Accepting and giving constructive critics and suggestions from peers, 2) Being Discipline, and 3) Following Religious Activities in School. In pursuing this competency teachers fortunately did not find any difficulties. Based on the literature in chapter two, all of the three efforts are included in the Self-directed Development. These efforts were also in line with the indicators stated in the Teacher Law no 16 of 2007 for the personal competency.

c. Social Competency

Based on the findings of the research, English teachers in SMP Negeri 1 Singaraja had done three efforts to develop their social competency, 1) Participating in Scientific Forums, 2) Participating in Professional Community and Organization, and 3) Conducting Discussion with Peers. From the theory, the three efforts can be categorized into different types or models of professional development. Participating in scientific forums can be categorized in Self-directed Development, participating in professional community and organization can be categorized in Cooperative or Collegial Development, meanwhile conducting discussion with peers can be included in type of professional development namely Case-based Professional Development in which teachers share and discuss cases like lesson plan, curriculum or problems they had found in classroom. The focus here is that the communication arise between teachers during discussion they had. In other words, building relationship as a means of socializing is the major concern in conducting discussion with peers. In line with this, in chapter two it is stated in Teacher Law no 16 of 2007 that social competency relates to competencies to communicate and socialize in social life. Being a social creature, this competency requires the social aspect of the teachers in various way. So, it can be seen that the efforts can support the social competence need to be developed by English teachers.

d. Professional Competency

There are three efforts had been done by English teachers in SMP Negeri 1 Singaraja to develop their professional development. They try to read books, articles and journal about English and education, using information and technology for self-development, and conducting research. Becoming a professional teachers they have to master their subject matter well and have to follow the development of technology and information. From the other results of interview, it can be concluded that most of the teachers read books related to English to search material to be taught to students but rarely read journals and articles. Based on Villegas-Reimers in 2003, reading books, articles and journal about English and education, using information and technology for self-development, and conducting research and conducting research can be included in Self-directed Development. Doing reflection towards own work continuously is an indicator of teachers' professional competency. The result of the reflection will be used to improve their professionalism and it is stated clearly in the Peraturan Menteri Pendidikan Nasional Nomor 16 Tahun 2007. It is stated that teachers have to Developing professionalism continuously by taking reflective action by doing classroom-based research to improve professionalism. From the findings, it revealed that two problems encountered by English teachers in pursuing professional competency. The problems are in 1) Getting literatures, and 2) Using Technology and Information for Self-Development.

IV. CONCLUSIONS AND SUGGESTIONS

1. Conclusions

- a. The efforts that had already been done by English teachers on their professional development in terms of pedagogic competency are: a) using various teaching media, b) using various teaching techniques and models, c) reading books, articles and journals about english and education, d) participating in scientific forums, e) using learning and teaching facilities, f) conducting assessment/evaluataion, g) conducting discussion with peers, and g) lesson study
- b. The efforts that had already been done by English teachers on their professional development in terms of personal competency are: a) accepting and giving constructive critics and suggestions from peers, b) being discipline, c) following religious activities in school using information and technology for self-development.
- c. The efforts that had already been done by English teachers on their professional development in terms of social competency are: a) Participating in scientific forums, b) participating in professional community and organization, c) conducting discussion with peers.

- d. The efforts that had already been done by English teachers on their professional development in terms of professional competency are: 1) Reading books, articles and journals about English, 2) Conducting research and 3) Using information and technology for self-development.
- e. The problems encountered by English teachers in pursuing those four main competencies are: a) Problem in the context of Pedagogical competency: 1) Time limitation and lack understanding of how to conduct research especially in classroom action-based research, 2) The lack of literatures, and 3) Time limitation in conducting team teaching, b) Problem in the context of Social competency: The lack and unequal opportunity to participate in scientific forum, c) Problem in the context of Professional development: 1) The lack of literatures, and 2) The use of technology for self-development.

2. Suggestions

- a. It is suggested to teachers to always learn new knowledge and information for their self-development.
- b. School principal is also suggested to provide more chance for teachers in participating in scientific forum equally.
- c. Schools and committee board are suggested to provide budget for more new books, articles and journals of English and education, especially books, articles and journals for teachers.
- d. Schools and educational institution is suggested to hold more scientific forums with latest issues on English and teaching. It is because the issues of scientific forum has been held so far is not vary yet.
- e. Because the subject of this research is limited to English teachers in two RSBI schools in Singaraja, it is suggested to other researchers to conduct the same field of study but with broader research setting. It is expected that by using broader research setting, more information from more participants can be collected for deeper analysis and interpretation about professional development.

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