

STUDY OF PROFESSIONAL DEVELOPMENT AND CAREER ENGLISH TEACHER

(Case Study of Junior High School Teachers in the Urban and Rural Areas of Southeast Sulawesi)

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ABSTRACT

This study aims: 1). describe the process of teachers in fulfilling their professional qualifications and career development process 2). searching information inhibiting things by the teacher in fulfilling professional and career development. The scope of the research focuses 2 of 4 competencies that must be possessed by a teacher namely: pedagogic competence and professional competence. The method of this research is descriptive qualitative with case study approach. The subject of this study using the principle of purposive sampling that there are 3 English teachers who became the subject in this study. Interview (deep interview) and observation (passive observer). The results of this study illustrate that: 1). Pedagogic competence: for teachers who have attended a learning-based IT training tend to apply a scientific approach in learning English in class K13 than teachers who have never followed it, teachers use IT media in teaching in the form of LCD and material from the internet, and be creative according to facilities and infrastructure which exists; professional competence: MGMP activities for urban municipal teachers in Kendari show that the activity is active, whereas for teachers teaching in villages in other districts the activities are not routine, PTK research is based on the needs of the rank and prerequisite of certain activities not based on teacher needs, training activities and workshops show as activities that are generally followed by teachers. 2). Things that become obstacles include: Pedagogic competence: systemic that is a periodic in-depth workshop curriculum so that the understanding of teachers that still need to be upgraded must be dealing with the implementation of the curriculum that must be run, facilities that are not yet sufficient to assist in learning in class, which is still low especially in the regions; obstacles to the professional competence of MGMP activities that are not routine in the regions, MGMP instructors who trained are not appropriate in their fields, the burden of teacher responsibility and so many become one of the PTK factors is not a priority of teachers implement it, there is no system that is presenting the results of teacher PTK not only as admisnistrasi requirements alone. The conclusion is still need to improve the system of teacher competency activities in the pedagogic and professional sections so that the process of professionalism improvement and career of teacher can be more meaningful and useful in developing teacher task.

Penelitian ini bertujuan: 1). menggambarkan proses guru dalam memenuhi kualifikasi profesional dan proses pengembangan karir 2). mencari informasi hal-hal yang menghambat guru dalam memenuhi pengembangan profesional dan karir. Ruang lingkup penelitian ini memfokuskan 2 dari 4 kompetensi yang harus dimiliki oleh seorang guru yaitu: kompetensi pedagogik dan kompetensi profesional. Metode penelitian ini adalah deskriptif kualitatif dengan pendekatan studi kasus. Subjek penelitian ini menggunakan prinsip *purposive sampling* yaitu ada 3 guru bahasa Inggris yang menjadi subjek dalam penelitian ini. Wawancara mendalam dan observasi (pengamat pasif). Hasil penelitian ini menggambarkan bahwa: 1). Kompetensi pedagogik: bagi guru yang telah mengikuti pelatihan IT berbasis pembelajaran cenderung menerapkan pendekatan ilmiah dalam pembelajaran bahasa Inggris di kelas K13 daripada guru yang tidak pernah mengikutinya, guru menggunakan media IT dalam mengajar dalam bentuk

LCD dan materi dari internet dan berkreasi sesuai dengan sarana dan prasarana yang ada; Kompetensi profesional: Kegiatan MGMP untuk guru perkotaan di Kendari menunjukkan bahwa kegiatan ini aktif, sedangkan untuk guru yang mengajar di desa-desa di kabupaten lain kegiatannya tidak rutin, penelitian PTK didasarkan pada kebutuhan pangkat dan prasyarat dari kegiatan tertentu yang tidak berdasarkan pada kebutuhan guru, kegiatan pelatihan dan lokakarya merupakan kegiatan yang umumnya diikuti oleh guru. 2). Hal-hal yang menjadi kendala antara lain: Kompetensi pedagogik: sistemik yang merupakan kurikulum lokakarya mendalam secara periodik sehingga pemahaman guru yang masih perlu ditingkatkan harus berhadapan dengan pelaksanaan kurikulum yang harus dijalankan, fasilitas yang belum cukup untuk membantu dalam pembelajaran di kelas, masih rendah terutama di daerah; hambatan terhadap kompetensi profesional kegiatan MGMP yang tidak rutin di daerah, instruktur MGMP yang terlatih tidak sesuai di bidangnya, beban tanggung jawab guru dan banyak yang menjadi salah satu faktor PTK bukanlah prioritas guru mengimplementasikannya, tidak ada sistem yang mempresentasikan hasil dari guru PTK tidak hanya sebagai persyaratan administrasi saja. Kesimpulannya masih perlu meningkatkan sistem kegiatan kompetensi guru di bagian pedagogik dan profesional sehingga proses peningkatan profesionalisme dan karir guru dapat lebih bermakna dan bermanfaat dalam mengembangkan tugas guru.

Keywords: development, professionalism, career, MGMP, PTK.

A. Introduction

The teacher certification phenomenon in Sawali.com (2007) is through the emergence of Government Regulation in 2005 which launched Law No. 14, the fresh winds for teachers and lecturers begin to be felt by the state servants, the aim of teacher certification with an additional 1 time basic salary is expected to have an impact on improving the quality of education, moreover the prerequisite of getting a certification salary for teachers is to collect a portfolio of about 850 points which means the teacher must be smart archive all documents such as certificates, decrees, diplomas, assignment letters, etc. and the teacher must have a high teaching hours, aka a long teaching period. All of these things are indicators and barometers for determining whether or not to get additional benefits.

Another picture that is often found is, activities following educational seminars, curriculum development seminars, or non-education seminars as a form of archival support are prerequisites for certification of teachers, at one time the experience of researchers there was a teacher who, when viewed as senior, what was surprising when he revealed that the opportunity to attend educational seminars was very rarely followed because he had never been sent from school for example. In addition, researchers who happened to handle 'education profession' courses, through interview assignments with civil servant teachers by students, there were several teacher data reports that rarely attended educational / non-education seminar activities that were independent in themselves. Another opportunity was when researchers interviewed teachers in one district in Southeast Sulawesi in another research activity, one of the content questions asked to the teacher was "is it always the teacher working group activity?" Some teachers in certain fields of study revealed that they were not participating in these activities and indeed there are no such activities in their area. These things are ironic because career development guidelines for teachers in order to improve the quality of their performance both as classroom teachers and also to improve teachers' scientific insights must be through activities that are structured both in groups and independently participating in activities. The aim of all of them is to improve the quality of education that has an effect on the quality of student learning, classroom management, and personal competence of course.

According to statistical data, there are only around 5% of teachers who have the opportunity to participate in various development programs that are institutionalized by a type of training. In reality, many teachers do not have access to education, training and institutional development programs other than civil servant pre-service training or want to become full civil servants and teacher certification training (Sudaryawan Danim, 2012).

On the other hand, as the times change, especially since the issuance of Law No.14 of 2005 concerning teachers and lecturers, slowly shows that the teaching profession has progressed in terms of the development of its professionalism along with welfare rights that have undergone a change from its past. Teacher demands in terms of competence are the main thing. According to Sudarwan Danim and Khairil (2011) in his book said that the existence of the Law supported by other related legal products - was also born was a real indication that the teaching profession entered its golden age.

Suciptoardi (2009) said the issue of teacher certification is expected not to be merely a matter of formality in order to obtain the quota, government policies on qualifications, competencies, and teacher certification that implement it continue to process are expected to also have a direct impact with improving the quality of education in general. So that teachers are demanded instead towards being more competitive and dynamic to keep abreast of developments in science, technology, and information in other words the long life education principle applies.

If judged by di era 70s, Suparlan (2010) correlates that at this time from the Directorate of Education has formulated there are 10 competencies that teachers must have such as: having a teacher's personality, mastering the foundation of education, mastering teaching material, arranging teaching programs, carrying out the teaching and learning process, carry out educational assessments, carry out guidance, carry out school administration, collaborate with peers, and carry out simple research. Then in the 2000s, three components of teacher competence were formulated, namely: management of learning, professional developers, and academic mastery. And then in 2005 the formulation of teacher competencies metamorphosed into 4 components: personality, pedagogic, professional, and social components.

2. Problem Formulation

The following formulation of the problem that formulated the research is:

1. What is the description of professional development and English teacher career in Southeast Sulawesi?
2. What factors are obstacles to professional development and teacher careers in Southeast Sulawesi?

B. Literature Review

1. Teachers and professional education

According to the ancient Javanese view (Suciptoardi, 2009) the word 'teacher' sociocultural teacher is a respectable profession of the word *digugu* which means embraced or imitated. Teachers are respected professions and become role models and examples for the community as well as being exemplary. On the other hand, according to E. Mulyasa (2010) said that a 'teacher' is a form of competence in intellectual intelligence, emotional intelligence, and creativity intelligence, and spiritual intelligence of their students.

Based on the Circular of the Minister of Education and Culture and the Head of BAKN Number 57686 / MPK / 1989 (Suparlan, 2010) referred to as "the teacher is a civil servant (PNS) who is given duties, authorities and responsibilities by officials who are authorized to carry out education in schools, including attached to office ". Furthermore, it was explained about the definition of the teacher contained in Law No. 20 of 2003 concerning the National Education System, namely the teacher is an educator who is appointed according to the legislation in force and works professionally with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students on formal education paths from the basic education level , middle, PAUD, and upper middle. And currently the expansion of the meaning of the teaching profession in Government Regulation (PP) No. & 4 of 2008.

2. Teacher Law (RI Law No. 14 of 2005)

RI Law No. 14 of 2005 CHAPTER II (Position, Function and Purpose) Article 2 (1) The teacher has a position as a professional staff at the level of primary education, secondary education, and early childhood education in the formal education system that

is appointed in accordance with the legislation (2) Recognition of the position of teacher as professional staff as referred to in paragraph (1) is proven by an educator certificate

C. Research Design

The research design used in this study is qualitative descriptive, In qualitative research which is the main subject in the study is the researcher itself, on the other hand the main data source in this study is the English education teachers who have devoted themselves in urban and rural areas for some time assuming the devotion period is closely related to experience their dedication as educators. As the principle in qualitative research rules, there are 3 teachers who are the subjects in this study, there are some of the informants (teachers) are: senior teacher who has more than 10 years of teaching, teachers who have served under 10 years, teachers are those who serve in urban areas and sub-districts of Kendari, Southeast Sulawesi; and 1 teacher serving in the village / city area in the district of Buton, Southeast Sulawesi. Techniques data collection by interview and, data Analysis Technique Qualitative data analysis was obtained through interviews, while research applied data analysis model Miles and Huberman (Sugiyono, 2008) with 3 stages: data reduction, verification and conclusion.

D. Findings and Discussions

Pedagogic competence is a basic competence that must be owned and mastered by the teachers, the data shows that the 3 teachers are aware of their duties and responsibilities in carrying out the tasks of learning and teaching in class, some of the data obtained are:

1. First teacher

Understanding of students for the teacher (1st informant) is actually a senior teacher who has taught over 10 years, for him facing students with a background is a challenge for him so that it affects the choice of teaching strategies that are suitable for the characteristics of students they face, Likewise in terms of designing learning and evaluation as well as developing the potential of students, for example by changing the methods and media used to adapt to the current curriculum, curriculum changes that have taken place several times have given him a challenge so as to overcome problems the problem was that he participated in several trainings or workshops and also through teacher forums for study subjects such as MGMP to share and gain knowledge of

knowledge. The constraints he faced were some material presentations and the activities of students are currently predominantly based on e-learning or IT, this is a difficulty in the presentation so that he needs to always update the material and forms of student work that are appropriate and in accordance with current curriculum procedures .

2. Second teacher

The teacher has ever forgiven subjects outside of his specifications as an English subject teacher. He had taught SBK subjects due to lack of availability of these teachers in his school, for teaching English he felt able to carry out his competence properly, which was a problem for him when there was a curriculum change that occurred in the transition process several problems faced, for example: presented in textbooks is sometimes confusing for students so that for them it takes extra effort to prepare additional material and assistance to make the learning process acceptable and run well, the process of curriculum socialization from the try out to the implementation process makes it not enough for them to say they understand well and differentiating from the previous curriculum so that what happens is they still apply the principle of KTSP curriculum learning rather than K13 curriculum, IT-based language learning is quite interesting for him to apply only when the media is not supported by FAS The ability of schools is sometimes an obstacle to implementation. So according to this teacher, KTSP is easier for him to apply than K13 especially with the characteristics of students he faces and the environment that has not fully supported to be able to run properly.

3. Third teacher

This teacher has moved the workplace 3 times, starting from teaching in rural areas to the city of sub-districts in Buton regency, while the background of students to English is very lacking, almost every teaching he uses is normative or conventional methods, learning media is minimal from utilizing e-learning is caused by the ability of students to have gadgets, school skills, and difficult signal factors. Moreover, the current K13 curriculum for him is quite difficult for him to apply several factors: training coordination for teachers is delegate, for him this is inadequate to obtain complete knowledge with the K13 concept itself, besides that the distance between 1 socialization activities for subsequent activities far enough so that demands that want to

be implemented as soon as possible in the field are reversed with the expected reality, so for him to teach with the KTSP curriculum concept he still uses it more.

Professional competence

Data showing English teachers on professional competence are:

Informan	PGRI	Seminar/workshop	MGMP	Karya ilmiah	(PTK)
Teacher 1	Active	several times	Active	Ever	Ever
Teacher 2	Occasionally but not active	Several times	Active	Not yet	“
Teacher 3	Never and inactive several times	Several times active	Once (inactive condition factor) Ever	Not yet	“

Several factors and obstacles in improving teacher professionalism namely:

1. Writing scientific papers and PTK is made due to the factor of rank demands so that it is very pragmatic, this point is not a workload that must be valid annually or as a participant, so that for those when PTK is made to fulfill the promotion requirements, it makes it the enthusiasm of teachers to create works is intrinsically less.
2. MGMP activities, especially for teachers in the district, experience obstacles, including: the implementation of MGMP is collective, meaning that all teachers in the study area gather once at the same time and activities so that the impact of the English teacher is less effective to improve knowledge ability. and his skills as a teacher in English language subjects, for him is very ironic when the English subject teachers are bombed by teachers who are not the same discipline, therefore this activity does not continue, the effect that can be felt for the teacher has a great impact on development his duties and responsibilities in terms of improving his pedagogical competence itself, for him the English teachers need to be continually improved their knowledge through MGMP (subject teacher meetings).

E. Conclusions

The pedagogic competence of the English subject teachers will run well and increase if the teacher's professional competence also supports, because changes in knowledge, curriculum, media, and the continuous development of technology require that language teachers must follow these changes, the reality in the field shows teacher competence in the pedagogic field has some obstacles, especially in the application of curriculum and media concepts that originate from the procedural activities of teachers outside the school environment is very lacking so that it influences their teaching and learning process in schools.

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