

**THE IMPLEMENTATION OF CONTINUING PROFESSIONAL DEVELOPMENT OF ECONOMICS TEACHERS AT STATE SENIOR HIGH SCHOOLS IN SEMARANG: INVESTIGATING THE CONSTRAINTS AND CHALLENGES****Budiyono**

SMA Negeri 1 Semarang, Indonesia

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This research aims to analyze and investigate: (1) the extent in which the implementation of Continuing Professional Development of Economics Teachers at State Senior High Schools in Semarang; (2) barriers in implementing this program; (3) challenges in the futures when applying this program. This study is a descriptive qualitative research. Data were collected by questionnaires and interviews to teachers. There were around 27 economics teachers in Semarang as the subjects of this research. The results show that personal development by individual teacher and group of teachers in the teacher's association are more likely to be performed than personal development at a peer group. The major problem in this continuous development is the strict teaching hour. Moreover, the key challenges in the improvement of teaching profession is the way to optimize the role of teachers' association and the availability of information technology in aiming sustainable professional development.

PENERAPAN PROGRAM PENGEMBANGAN KEPROFESIONALAN GURU BERKELANJUTAN PADA GURU EKONOMI SMA NEGERI SE-KOTA SEMARANG: INVESTIGASI KENDALA DAN TANTANGAN*Abstrak*

Tujuan penelitian ini untuk menganalisis dan menginvestigasi 1) sejauh mana implementasi program Pengembangan Keprofesionalan Guru Berkelanjutan (PKGB) pada Guru Ekonomi Wilayah Semarang; 2) hambatan pelaksanaan program PKGB pada Guru Ekonomi SMA Negeri Wilayah Semarang; 3) tantangan ke depan pelaksanaan PKGB pada Guru Ekonomi Wilayah Semarang. Penelitian ini adalah penelitian deskriptif kualitatif. Teknik pengumpulan data akan dilakukan dengan menggunakan kuesioner dan wawancara kepada guru. Adapun subyek penelitian ini adalah guru ekonomi wilayah Semarang yang berjumlah 27 orang. Hasil penelitian menunjukkan secara individu pengembangan dilakukan kadang-kadang oleh guru, secara peer sesama guru bidang ekonomi jarang dilakukan sedangkan secara berkelompok melalui Musyawarah Guru Mata Pelajaran juga dilakukan kadang-kadang. Hambatan utama yang dihadapi oleh guru dalam pengembangan keprofesionalan berkelanjutan adalah jam mengajar yang sangat padat. Tantangan yang ada dalam pengembangan profesi guru adalah bagaimana mengoptimalkan peranan MGMP, dan ketersediaan teknologi informasi guna pengembangan keprofesionalan berkelanjutan.

INTRODUCTION

Following the launch of the ASEAN Economics Community (AEC), competition in various fields increasingly strengthen. It would be a tough competition in the AEC era since it freely opens not only products and services, but also professional experts. Education provides a vital position in preparing high quality of human resources also to produce graduates who are ready to compete. In order to improve the quality standards of education, improving the quality of teachers should be a priority.

Teacher has a strategic role to the success of students learning. Awareness to further enhance the professionalism of the higher in order to improve the quality and improvement of educational services. This is because of the threat of deterioration in professionalism (Farugia, 1996). The education system needs to ensure the teacher's task and how to improve its quality. Ideally teachers as a profession have different levels of career starting from as a beginner to master. These kind of levels illustrate the degree of quality performance. Therefore, there will be a difference between who really beginners to teachers already in senior or highly professional level. The different position of teachers is expected to provide the motivation for any teachers to continuously improve its performance. As a consequence, the professional improvements of teachers can take place continuously.

Education can not be separated from the figure of a teacher. Teachers have a vital role in education as a facilitator of delivery of materials to the learners. "... Any improvement efforts are being made to improve the quality of education would not contribute significantly without professional and qualified teachers" (Mulyasa 2009: 5). Therefore, teachers are required to have a qualified performance. Teachers' performance according Sugiyono (2011)

influenced by several factors, such as: (1) leadership, (2) increased motivation at work through incentives, (3) education and training. In addition to these factors, according to Indonesian Ministry of Administrative and Bureaucratic Reform number 16 of 2009 on Sustainable Development Profession (PKB) (the Ministry of National Education, 2010) explained that teachers are also required to make scientific work in developing their professionalism.

However, it can be seen in Indonesia, that all teachers can go through the certification process with the conditions were very varied, and the educator's certificate given to a professional teacher is qualified for a while. Recognizing the very high cost for the certification of teachers, the desire to conduct periodic performance appraisal of teachers can not be realized easily. As a consequence, certification for teachers is merely one category. In this matter, it could be less motivating in achieving excel performance between senior and junior teachers. While, each teacher is expected to always be able to keep up, maintain, and improve the professionalism continuously. In order to reassure teachers for having a commitment in the improvement of professionalism, it is needed a special strategy to encourage the achievement of outstanding teachers.

To determine the level of professionalism of teachers, the Indonesian Ministry of Education and Culture issued regulation number 57 of 2012 on Teachers' Competency Test (UKG). UKG is conducted to identify the level of teachers' competency in pedagogic and professional nationally. In addition to UKG, Early Competency Test (UKA) is utilized as a benchmark of teachers' professional performance. These tests are conducted by the ministry of education and culture. Based on data obtained, the national average score for the UKA in 2012 was 42.25 at a scale of 0-100

(<http://www.srie.org/20013/02/hasil-uka-ukg-kompetensi-guru-lebih.html>). It shows that the national average level of teachers' competency is far below a half of an idealized figure. While the highest value was 97.0 and the lowest value is 1.0.

Meanwhile, after obtaining a professional certificate, the obtained value of the average UKG nationally was around 45.82 at a scale of 0-100. It can be seen that this value is also below 50, or less than a half of the ideal. This evidence is in line with what is expressed by Mulyasa (2013) that "the results of UKA and UKG are deemed not qualified for the average yield obtained teacher just 42. But at least there are efforts and concern of the government in improving the quality of education through developed teacher quality".

Efforts to enhance the quality of education are undertaken in order to achieve increased performance of teachers which it leads to the improvement of teachers' quality. However, Barnawi and Arifin (2014:7) reveal that there are a number of teachers who have less motivated working culture. As a result, they work under employment standards and could not meet a performance standard. Therefore, there have been initiated that teachers, who aim to achieve professional certification, are required to take more tough certification process. It can be accomplished through two ways. For teachers who in-service, they could use portfolio process, while for pre-service teachers, they will apply professional education programs. However, when professional development emphasizing teacher quality rather than quantity, the optimal quantity of teachers is needed. Availability of teachers is very important, especially in certain areas such as in remote and border areas. However, far more essential, the quality of teachers should be maintained to assure that their presence can be expected to support the quality of education.

Moreover, activities in improving the professionalism of teachers are needed to be continued after getting a professional certification, while it is required to be conducted in a sustainable manner. Therefore, we need a program to foster and develop a sustainable teacher professionalism. The term of continuing professional development has been widely used which refers to education and ongoing training for a profession (Earley & Bubb, 2004).

The definition of professional development is stated by Day (1996), it refers to all of the learning experience, conscious activity and planned activities aimed to provide direct and indirect benefits to the individual, group or schools to improve the quality of education in the classroom. This process is carried out either individually or at a group. Ongoing teacher professional development leads to improvements in the performance of schools and teachers (Day, 1999). The continuing professional development (CPD) is also regulated by the Indonesian government number 16 of 2009. The regulation is governing the development of competencies implemented gradually, continuing in an effort to improve the professionalism of teachers. The concept of CPD for teachers focus on preparing teachers in the pedagogic and academic aspects (Nakabugo, et al., 2010). According to Borko (2004), the involvement of teachers in this CPD may arise from the passion and interest to implement the principle of long live education, moral responsibility. Those principals are necessary to improve the professional competence and to keep updated from the latest developments in at their sphere of work, the obligation of the government or for career advancement.

Research on the CPD for teachers have been conducted, but many gaps related to the development of teachers' competency are needed to be identified. According to Bell

and Gilbert (1996) these gaps comprise the nature of teacher development and the factors that help and deter the development of teachers, activities that encourage growth in the development of teachers and the reason why this CPD make teachers frustrated. The CPS is expected to ensure that teachers are equipped with the adequate competence to prepare teachers to face the challenges of modern life (Karanja in David and Bwisa, 2013).

Professional development is recognized to be a central issue in maintaining and improving the quality of teaching in schools (Craft 2000; Harland and Kinder 1997; Harris, 2002). Previous research has consistently shown that professional development is an essential factor in enhancing the quality of schools (Day 1999). It shows that where teachers can access new ideas and share experiences with other teachers, the schools improvement opportunities will arise. Evidence also showed that the performance of teachers has provided direct impact on yield improvement and students achievement (Joyce et al, 1999). Prior research also examined that professional development could have a positive impact on curriculum, pedagogy, teacher commitment and the relationship between teachers and students (Talbert and McLaughlin 1994). Professional development of teachers as an important part of career development is not only the responsibility of every individual teacher but became a responsibility of teachers' association.

The objectives of the research were; to analyze how the implementation of continuing professional development (CPD) for economics teachers in State Senior High Schools at the City of Semarang, to investigate the main barriers in implementing the CPD, and to analyze the future challenges in applying the CPD.

METHOD

The design of this research is mixed method which explored data using field-study. This method is expected to provide more comprehensively investigate research problem since researcher has the freedom to use all data collected in accordance with the type of data needed. While quantitative or qualitative method confined to a particular type of data collection tool only. Mixed method is a method that combines qualitative and quantitative approaches in terms of methodology (as in the data collection phase), and the study of the mixed model combines two approaches in all stages of the research process (Tashakkori & Teddlie, 2010). This method is also referred to as a methodology that provides the philosophical assumptions which indicate the direction or give instructions on how the data obtained and data analyzed as well as a mix of quantitative and qualitative approaches through several phases of the research process.

The population in this study were all economics teachers for state high schools in Semarang. Selection of sample in quantitative research using saturation sampling where the entire population sample, whereas qualitative nonprobability sampling technique, which is a sampling technique that is not a member opportunity / equal opportunity for each element or member of the population to be selected into the sample (Sugiyono, 2012). The technique has been used is purposive sampling or sampling aims. The research sample came from a total of 27 high schools economics teachers in Semarang. Interviews were conducted to all the teachers, while an interview to the chairman MGMP for economics teachers in Semarang was conducted for a purpose of data triangulation.

Sources of data in a research can be divided into two types, namely primary data and secondary data. However, this research

employed mainly primary data. According to Lexy J. Moleong, primary data source in qualitative research is words and actions, the rest is additional data such as documents (Moleong, 2010: 157). Primary data can be obtained directly from the subject of research by using data retrieval tool directly on the object as the source of the information sought. In this case, the author directly examined the economics teachers in the event MGMPs of economy. Researchers spread out questionnaires and conducting interviews. The data obtained was analyzed using descriptive and inductive analysis.

RESULTS AND DISCUSSION

Descriptive analysis results

Descriptive analysis in this study aims to demonstrate the responses given by teachers on an ongoing teacher professional development carried out by the individual teacher, teachers in collaboration with other teachers in the schools with joint activities, and teachers via the schools network. The research was conducted at the meeting of high schools teachers from the city of Semarang. Data were acquired using a questionnaire and features an interview. Based on data obtained from questionnaires given to the 27 economics teachers, can be presented as follows. Professional development conducted by teachers can be seen in table 1.

Table 1. The Development Undertaken by Teachers

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Curriculum	27	2.00	5.00	3.4444	.69798
Teaching Learning Method	27	2.00	5.00	3.8148	.62247
Evaluation	27	3.00	5.00	4.4815	.64273
Feedback	27	1.00	5.00	3.4815	1.01414
Reflection	27	3.00	5.00	4.0370	.51750
Articles	27	1.00	5.00	3.1852	1.11068
Research	27	1.00	4.00	1.3333	.67937
CPD	27	1.00	4.00	2.5926	.97109
From other teacher	27	18.00	34.00	26.0000	3.88290

Source: Data processed

Teachers responded that they occasionally develop a curriculum on actual topics related to science, art that fits the students' need. It can be seen that the mean value from the questionnaire for this statement is around 3.444. It is supported based on interview with teachers and chairman of MGMPs in economics field, in MGMPs' meetings, recent topics are delivered by experts from universities, agencies and companies. In term of lesson plans and actions, most of teachers have various types of lessons since there are a number of senior high schools have

implemented curriculum of 2013 in which urges teachers to be more innovative.

Moreover, teachers regularly evaluate, assess and analyze the progress of students to figure out the students' competency. The result of this study indicates that the average of value of the answers to the question in this area is approximately 4.48. Generally, after analyzing the result of the students, teachers would hold remedial for those who have not meet a standard of competency. Furthermore, teachers develop learning models based on feedback obtained from

students. Data in this sphere shows that the average response stands at 3.48. Some teachers have developed a learning model, due to the implementation of the curriculum. Teachers reflect on their learning activities performed daily as an underpinning source for the development of learning is often done by the teacher. It is shown on the statistical data that the mean is around 4.037.

In term of scientific activities such as reviewing articles and / or book in learning development, this agenda is occasionally undertaken by teachers. Evidence shows that the teachers' response to this question stand at roughly 3.18. For the area of conducting independent research (such as, Class Action Research) and publishing the result, teachers found that these areas are the hardest part of professional development. The reason could be explained as lack of knowledge mainly in terms of research methodology. The statistical evidence showed that the average teachers are rarely do this kind of activities with the mean of the score is only 1.33. In addition, the mean score for the personal professional development, which is undertaken independently by teacher, is around 26 or occasionally performed.

Therefore, teachers are encouraged to create certain outcome in professional development to enhance their professionalism. This situation is stemmed from the need of adaptation towards the development of science and technology. It is essential to adjust the global condition to succeed the competition either in national or international level. Professional development work is the work and / or activity of teachers who show their professional development efforts (MONE, 2011).

The purpose for setting up a professional development work is to improve the quality of teachers to be more professional in addition, this activity can also help speed up their promotion level. Therefore, there are number of credits can be

produced from each work that are calculated in accounting teachers' grade. This professional development work can also be utilized as a benchmark of teachers' performance and the existence of teachers with the works' produced. Tampubolon (2014) states that "the professional development of educators has become a major requirement in order to enhance the quality of teachers' performance which could lead to a positive impact on the ability to solve the problem of education and learning..."

One of the professional development work that can be created by teachers is conducting classroom action research. There are two core activities in this action research, namely solving the issue and improved performance. Both continuous condition could overcome problems faced in the learning (Wahyudi, 2012).

Continuing Professional Development for Teachers Conducted by Other Teachers at a Same Schools in a Certain Activity

According to the questionnaires, it showed that teachers did their professional development conducted by fellow teachers of economics at the same schools can be obtained the following descriptive statistics (Table 2).

Activities in the area of observing and providing feedback to other peer are rarely performed by teachers. The descriptive statistics shows a mean value for this question is approximately 2.7 or at the rare criteria. While, teachers' actions to identify, investigate and discuss the problems faced in the classroom / schools are irregularly performed by teachers. Statistical results show that the mean is roughly 3.4. In general, teachers raise complain for the condition of students are paying less attention and less motivation to learn. These activities are usually carried out in non-formal between teachers in one school.

Table 2. Continuing Professional Development for Teachers Conducted together with Other Teachers at a Same Schools in a Certain Activity

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Teaching Learning Observation	27	1.00	5.00	2.7778	1.01274
Discussion	27	1.00	5.00	3.4074	.93064
Module	27	1.00	4.00	2.6667	1.00000
Book review	27	1.00	5.00	2.8519	1.09908
Information and Technology	27	2.00	5.00	3.8148	.83376
Induction programs	27	1.00	5.00	2.8889	1.15470
Write Articles	27	1.00	4.00	1.5185	1.01414
CPD	27	1.00	4.00	2.4815	1.18874
Other teachers	27	16.00	29.00	22.4074	3.96387

Source: Data processed

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Activities to write a module, guidebooks learners, learners' worksheets are rarely carried out by teachers. The statistical evidence indicates that the mean obtained is only about 2.6 or in rare criteria. Teachers are already using the Students Worksheet for exercise. This worksheet has included therein a summary of the material and practice questions. Therefore, by relying on worksheets, it is rarely for teachers to write their own course material or guide books for

learners. Reading and reviewing articles and / or books related to the fields and professions to assist the development of learning was rarely undertaken by teachers, it can be seen from statistical results, the mean value of 2.8 or the criteria rarely do for this matter. The enactment for curriculum of 2013 has given the teachers extra activity to prepare and evaluate learning model, which it is assumed as a complicated model. Moreover, teachers are required to teach a minimum of 24 hours. Therefore, teachers are less likely to broaden their knowledge related recent issues such as intensive learning regarding International Financial Accounting Standard (IFRS). As a consequence, teachers' competency could not meet the demand of current situation.

Another point, the activity of developing a curriculum and teaching preparation with harnessing the use of ICT. This activity is frequently performed by teachers. It can be indicated from the mean of statistic value is around 3.8 or can be categorized as often. In general, most of teachers are able to operate the computer,

since the teachers tend to utilize power point as a media in teaching and learning. Also, this media is facilitated by schools.

Teachers also implement guidance on induction programs for beginning teachers, it is specially made by a senior teacher. But many of them are not coaching since the schools did not receive the new teacher. However, guidance teachers perform a coaching activity for final year students who are candidates for future teachers. Activity conduct joint research and write up the results of research conducted by teachers never, seen from the results of descriptive statistics showed a mean of 1.5. This is due to the time consumed for learning in the

classroom, because it has an obligation to teach a minimum of 24 credits. Besides the ability to carry out research, especially in the case study method also became an obstacle. Other activities related to professional development of teachers rarely done by teachers, which showed a mean of 2.4 or rarely met the criteria.

The Development of KGB by Teachers through College Network

Results statistics on ongoing teacher professional development undertaken by teachers in cooperation with professional associations and other institutions concerned can be seen in table 3 below.

Table 3. KGB Development through the Schools Network.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
KKG	27	2.00	5.00	4.0370	.89792
Conference	27	2.00	4.00	3.2963	.72403
Visiting Programs	27	1.00	5.00	2.4074	1.11835
Keynote speakers	27	1.00	5.00	2.7037	1.29540
Schools	27	7.00	18.00	12.4444	3.02977

Source: Data processed

Average economics teachers frequently involve in KKG / MGMPs / MGBK, as a means of continuing professional development of teachers. Data shows that the average teacher to follow the activities carried out by KKG / MGMPs and MGBK is 4.07. Training / seminars / workshops are sometimes followed by teachers. Teacher conferences such as in MGMPs also periodically invite good training on the curriculum and the writing of scientific articles. Data shows the average teachers who attended seminars and workshops is around 3.2 which means teachers occasionally attend training and seminars.

Visiting program to other schools, businesses and industry as part of the knowledge and insight is rarely held. This is

evident from a mean value of about 2.4 in the criteria is less frequently undertaken. This activity is hardly performed by a high schools teacher of high schools students because there is no industrial activity. Unlike the case with vocational high schools where students are required to take an internship, so that vocational teachers often carry out visits to institutions and industry in order guidance. Activities inviting speakers from other schools, schools committee, department of education, supervisory, professional associations, or of other agencies / institutions relevant also rarely done by the schools. Visible It is limited to activities undertaken by MGMPs in cooperation with external institution related.

Based on open questions were conducted by 27 teachers and one chairman of MGMPs of economics teacher in the city of Semarang, showing that high schools economics teacher Semarang basically very agrees and feels that the ongoing professional development of teachers is very important. But its implementation is still not optimal. Activities to develop the competence of teachers do still depend on MGMPs, through trainings conducted by MGMPs. While MGMPs still not routine practice, in addition to the implementation model of economics improvement of professional competence of teachers through forums MGMPs has found several weaknesses of both aspects of the planning, implementation and evaluation. From the aspect of planning, material in Economics MGMPs activities is very common, whereas the competencies required by each teacher are different. At a meeting MGMPs usually held trainings on writing articles, curriculum, research methods. Related to the learning of IT-based economy, a reflection of learning, new topics such as IFRS, etc. have not been included in the economics field MGMPs meeting. This suggests that the activities undertaken by MGMPs not planned according to the needs of weakness both professional competence of teachers, pedagogic, social and personal competence. The implementation MGMPs cannot routinely held, while the methods that do still use discourse that comes from at MGMPs and invite relevant stakeholders such as faculty, departments and agencies, the proportion of activity is still dominated by activities that are routine and pragmatic, the material that leads to increased professional competence the percentage is still small, there is no supervision from the boss.

According to Mathis and Jackson (2001: 356) human resources development should be begun with the analysis of individual and organizational needs.

Although the analysis of the needs of individuals often received less attention, but the deciding factor analysis to obtain optimal results and be a driving factor to achieve the expected goals of the organization. In order to achieve the performance, teachers and other staff employees need to actively participate in training or workshop to improve their competence. Based on the above opinion, evidence, the improvement and development of teacher competence should be done through the planning of activities that starts with analysis of individual and organizational needs. In the context of professional competence, every individual needs to analysis they capability through early professional competence test which can simultaneously serve as a basis for determining the type and material activities needed to increase competence for each teacher.

However, most of teachers are less likely to pay attention of their basic skill to plan continuing professional development activities. With the results of UKG, as already reported by the then associated with a second character which states that the activities of professional competence improvement will be sustainable or based Continuing Professional Development (CPD). The ongoing nature of this is a solution to the problems found in the actual model, that in the process of implementing economics activities to increase teacher competence, types and materials are not conducted in a structured activity, and no follow-up for activities unfinished.

One school of thought about upgrading or professional development of teachers on an ongoing basis is expressed by Guskey (2000). Guskey argues that competence and professional development of teachers must be sustainable in order to anticipate the demands of the development in the field of education, as a result of the development of science and technology in general.

Furthermore, Guskey assumed that continuing professional development (CPD) is a systemic process that is done by considering the changes during a specific time period. CPD activities must be able to meet the professional needs of teachers individually and can show the correlation between teachers' professional development needs of the development needs of the schools.

Likewise, Guskey (2000: 20) recommends several CPD activities that include: (1) formal activity; (2) the presence of teachers in the course or workshop about the development of teaching methods, media and learning tools, as well as the development of teaching materials; (3) private study material in the deepening and development of scientific fields respectively (subject matter) or private study in the field of education in general; and (4) classroom action research.

Lieberman (1996) also provides practical suggestion that there are various aspects which could encourage the development of professionalism. Those are among (1) the direct study (conferences, courses, workshops and consulting; (2) learning in schools (in the form of peer coaching, criticism of colleagues, mentoring action research, giving the task groups; (3) learning outside the schools (through learning in the community, visiting other schools, in partnership with the university).

A key factor for the implementation PKGB is conformity between the goal PKGB with what is required of the teaching profession in general. Correspondence between the necessary development of teachers with activities conducted is a very important factor to ensure that there is a positive impact on the level of the schools and in the classroom (Hokins and Harris 2001). PKGB needs to be linked with the aim of individuals and organizations.

There are numerous activities that have been carried out by a high schools economics teacher in Semarang city, such as education formal teacher training. In order to develop the knowledge, teachers attend trainings conducted by the schools and MGMPs, but rarely topics related to learning methods, media and the development of teaching materials. Workshop followed training includes general training such as writing articles, TOD and curriculum. However, in the forum MGMPs, teachers are likely to less discuss the development of in-depth materials. Trainings on action research has frequently been held, but the extensive teaching hours has led to the lack of productivity of teachers to conduct research and write the result into an article.

According Guskey (1994) who reviewed several studies related to PKGB, emphasizing some action as a key factor for the effective implementation of PKGB namely: (1) held a change of individuals and organizations, PKGB needs to focus its activities in the classroom, but also must obtain the support of the schools; (2) need to plan large-scale changes, but should be seriously considered not to lead to erroneous changes; (3) working in a group, but it must be ensured that the team formed in small groups and avoid too many meetings without action; (4) enter feedback procedure, because it needs input for improvements; (5) provide follow-up, support and pressure, especially in the early stages of implementation PKGB; (6) integrating new program but also avoid excessive innovation.

Based on the results of the study, it shows that the function of supervision by a coordinator who is a representative MKKS MGMPs is not running optimally, even for certain economics MGMPs no supervision at all. Similarly, schools principals who have MGMPs' economics teachers also could not perform the functions of control or supervision. Meanwhile, the participation of

teachers in activities MGMPs is part of the improvement and development of competence and professionalism as a whole, which is expected to affect a positive impact on improving the quality of students learning and the implication on improving the quality of education in general.

PKGB evaluation is very important to be done regularly. The evaluation process should be more complex to see many changes in several levels that are affected because their PKGB. Evaluation process are conducted by looking at three aspects, namely, teachers, pupils and schools. However, the model developed in PKGB would be a separate issue because the different type of schools interests. Research conducted in the UK also found in some cases be a form of feedback for the evaluation of the implementation of ongoing professional development which must be completed for master and including how to submit material for learning. The absence of other forms of evaluation such as follow-up related to the lessons learned and long-term monitoring.

Based on the research results, especially for activities to increase the competence of teachers after certification through economics MGMPs shows a lack of speakers from academician in higher educational level. Most of speakers mainly come from senior teacher, teacher guides, facilitators, and teachers who have the ability for more competence, either from the region MGMPs itself or from outside the district / city.

Meanwhile, the results of research on the identification of the problems facing the economy MGMPs also show that the lack of involvement of speakers from the college is one of the problems faced by almost all economics MGMPs in Semarang. The involvement of speakers from universities perceived necessary because it is necessary for activities related to the deepening of material, ranging from the philosophical

aspect to the level of its implementation in the development of science and technology. Sharpening and development in the control of these materials is needed sources that have the ability for more competence, and this bias is obtained from the college (faculty). The lack of involvement of speakers from the college became one of the factors why the average professional competence among teachers throughout the city of Semarang economy included in the low category. The statement is also supported by the results of research that revealed the opinion of the committee on economics MGMPs aspects required to forward to MGMPs economics activities can be run more effectively. Aspects such cooperation is quite significant as the basis to follow up the development model of improvement of professional competence of teachers UKA-based economy in the aftermath of certification, involving speakers from elements of the college.

Most of the teachers stated that the obstacles in the implementation of the KGB is about time management, facilities and infrastructure. The problems become obstacles toughest time teachers, because teachers are required to teach a minimum of 24 hours, so that time-out is used for learning in the classroom. Though the concentration needed for self-development activities such as producing scientific papers and scientific publications. Though an understanding of research methodology is still minimal. Another obstacle faced by teachers is funding in conducting research and scientific publications. Lack of availability of research grants for teachers to make the barriers to study.

Based on the obstacles encountered in the implementation of continuing professional development for teachers, how teachers are motivated to develop themselves with their limited time and facilities to carry out research, writing scientific papers, modules are the main challenges. The next

challenge is how the economics MGMPs able to optimize their roles in the implementation of continuous professional development for teachers. Responding to the challenges that exist today, teachers can actually be circumvented by exploiting information technology has developed rapidly.

Actually, continuing professional development for teachers can be performed both through formal and non-formal. Formal method is formed in the further studies while non-formal is bias in the form of participation in functional training and technical training in accordance with the task of teaching. Other forms of self-development can be done through research, scientific meetings by MGMPs and KKG.

CONCLUSION

Implementation of continuing teachers' professional development activities is carried out by the economics teachers in the city of Semarang. Personal and group developments through MGMP are occasional undertaken by teachers themselves, while development via peer groups of economics teachers is rarely done. The key barrier faced by teachers in continuing professional development (CPD) is excessive teaching hours. Teachers are required to perform a minimum of 24 teaching hours in classroom, so they do not have that much time for activities beyond classrooms' learning. The major challenge in this CPD for teachers is how to optimize the role of MGMP in which teachers can have discussion and interaction at the same field. Another challenge can also be faced from the availability of information technology for continuous professional development.

Based on this research, it is expected; the teachers should be having more self-motivation and initiation to enhance their professionalism; as an association for teachers at a same field which could facilitate

group interaction and discussion, MGMPs should be carried out regularly, coordinated and with good planning in the context of continuous professional development of teachers; the teachers could harness the information technology in the continuous professional development of teachers. Via internet, information on the various competences can be found, in addition to utilization of social media in communication and discussion between teachers and experts from other institutions.

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