

A Study on the Implementation of Teacher Professional Education (PPG) in State University of Jakarta

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Abstract: The purpose of this research is to be able to evaluate the implementation of Teacher Professional Education (PPG) which is carried out at the State University of Jakarta. More specifically, the objectives of this study are (1) to map the problems faced in implementing PPG at UNJ, (2) to evaluate the benefits obtained from implementing PPG online. This research covers the implementation of the PPG program, the problems faced in implementing PPG, including: evaluation of lecture materials, lecturers, facilities, and the benefits of implementing PPG. The method used in this research is descriptive quantitative. The data collection technique used was a survey with an online questionnaire for in-service PPG participants, lecturers and school principals. The data collected consisted of primary and secondary data. Primary data obtained from the results of distributing questionnaires to respondents. In addition to surveys, Focus Group Discussions (FGD) are then used to obtain and confirm in-depth the responses obtained from informants. The results of this study indicate the main problems faced by teachers during the implementation of online Teacher Professional Education (PPG) are the internet connection and the tools used during the learning process. Although not all of them were constrained, some participants who came from certain areas felt the impact. Second, the benefit of this research is that the teacher acquires knowledge, learning innovation and good communication knowledge between superiors, colleagues, students and parents.

Keywords: *Professionalism, Teachers, PPG, Education*

Introduction

Professionalism is a professional attitude which means doing something as a main job and not as a free time filler (DWP, 2007). A professional has expert meaning with the knowledge he has in serving his job (Slameto, 2014). Responsibility for decisions, both intellectually and attitudes, and having a sense of serviceability uphold professional ethics in a dynamic organization. A professional provides a structured job service (Malik, 2011). This can be seen from personal tasks that reflect a person, which consists of self-concept, self-concept, and self-reality (Siswanto, 2013).

The teacher as an educator is the character who interacts with and interacts with students the most compared to other personnel in the school. The teacher is in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, conducting research and studies, and opening communication with the community (Kurniawan, 2016). Mobilizing and encouraging students to be enthusiastic in learning, so that the enthusiasm for learning of students can truly master the field of knowledge being studied.

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Subject teachers must also help students to be able to get guidance according to their talents, interests and abilities (Ramdhani, Hadiwiyono, & Hakim, 2018).

Teachers who meet the standards are teachers who meet the required qualifications and understand correctly what to do, both inside and outside the classroom (Munajat & Achmad, 2018). Besides teaching duties as the main task of a teacher, there are also some problems or principle tasks that all teachers must know and master as part of the duties of a professional teacher. The tasks referred to include: curriculum administration and development, management of students, personnel, infrastructure and facilities, finance, special services, and school-community relations. The above problems can be burdensome for teachers because they are not directly related to their teaching duties. However, if you look closely, it turns out that these assignments have something to do with the orderliness and tidiness of the teacher's duties. From this PPG program, later professional teachers can be formed so that they can carry out their duties well (Rahmawati, Santosa, & Muhroji, 2015).

In our education map, it can be seen that Indonesia has low competitiveness, ranking 37th out of 57 countries surveyed by Political and Economic Risk Consultants (PERC), Indonesia is only predicated as a follower not as a technology leader of 53 countries in the world. The low quality of Indonesian education is also shown by the Ministry of National Education's Balitbang data (2011) that out of 146,052 primary schools in Indonesia, only eight schools have received worldwide recognition in the category of The Primary Years Program (PYP). Of the 20,918 junior high schools in Indonesia, it turns out that only eight schools have received world recognition in the category of The Middle Years Program (MYP). When viewed from 8,036 SMA, it turns out that only seven schools received world recognition in the category of The Diploma Program (DP). The meaning of these data is that there are fundamental problems in education in Indonesia, namely the paradigm that underlies the overall implementation of the education system (Suherman, 2014).

Data from Balitbang Depdiknas (2011) shows the percentage of teachers according to teaching eligibility in various education units as follows: only 21.07% (public) and 28.94% (private) for SMP, 54.12% (public) and 60.99% (private), for SMA 65.29% (public) and 64.73% (private), as well as for vocational schools that are eligible to teach 55.49% (public) and 58.26% (private). Although teachers and teachers are not the only determinants of educational success, teaching is the central point of education and qualifications, as a reflection of the quality of education (Rahmat, Amprasto, & Sutarno, 2011).

Professional Education is higher education after the undergraduate program that prepares students to have jobs with special skill requirements. The Teacher Professional Education Program itself is an educational program organized to prepare non-educational undergraduate and non-educational S1 / DIV graduates who have the talent and interest in becoming a teacher in order to fully master teacher competencies in accordance with national education standards so that they can obtain professional educator certificates in age-old education early, primary and secondary education.

The basis for implementing Teacher Professional Education is Law no. 14 of 2005 concerning Teachers and Lecturers; PP No. 19 of 2003 amendments to Government Regulation No. 32 of 2013 concerning National Education Standards; PP No. 74 of 2008 concerning Teachers; Permendiknas No. 8 of 2009 amendments to Permendikbud No. 87 of 2013 concerning the Prajab Teacher Professional Education Program atan (Wahyudin, 2016).

Meanwhile, the aim of the Implementation of Teacher Professional Education is to produce teacher candidates who have competence in planning, implementing, and assessing learning; follow up on the results of the assessment by conducting guidance, and training students; able to conduct research and develop professionalism regularly and continuously, and the Teacher Professional Education curriculum (Yantono, 2016)

The PPG program curriculum structure contains workshops on the development of learning tools, teaching exercises through micro-learning, peer learning, and the Field Experience Program (PPL), and study and / or pedagogy enrichment programs. Through this systematic structure, PPG participants are expected to gain concrete experience both theoretically in higher education and practical experience in the world of schooling.

The learning system in the PPG program includes workshops on the development of learning tools and field experience programs which are held with intensive direct monitoring by supervisors and tutors who are specifically assigned to these activities. Workshops on developing learning devices and field experience programs are carried out with an orientation towards achieving competency in planning and implementing the learning process, assessing learning outcomes, following up on assessment results, and conducting mentoring and training (Flaherty, O'Dwyer, Mannix-McNamara, & Leahy, 2017).

Judging from the current condition of Indonesian education, teachers still have not carried out their duties and responsibilities in a professional manner. The quality of education is still low, this is also because the quality of the teachers themselves is still low. This condition is not entirely the teacher's fault, but the teacher as a teacher is the central point of education. If the quality of teachers can be optimized, the quality of education can also improve. Therefore, it is necessary to hold a certification that can effectively make teachers in Indonesia more professional. According to Law No. 14 of 2005, the prospects for the teaching profession are professional, protected and prosperous. The Teacher Law also provides legal protection, including professional protection, welfare, social security, rights and obligations. Teachers have classifications, academic qualifications, competencies, and certifications. Teachers have the main task of educating, teaching, guiding, directing, training, assessing, evaluating students. According to policy, professional teachers have a calling and idealism, are able to improve the quality of education, have academic qualifications, have competence according to their duties, professional responsibility, income according to achievement, are able to develop their profession in a sustainable manner, guarantee legal protection and have a professional organization (Slameto, 2014).

Jakarta State University as one of the LPTK higher education institutions that produces educators organizes Teacher Professional Education which aims to produce professional and competent teachers in accordance with their respective fields. To be able to improve the quality of service in PPG activities, this study will examine the implementation of Teacher Professional Education at the State University of Jakarta. Based on the formulation of the problem, this research is limited to:

1. The substance of the problems faced in the implementation of PPG at UNJ?
2. What benefits do teachers directly experience after participating in the online Teacher Professional Education in UNJ?

Research Methods

The method used in this research is a method) between quantitative. Quantitative research is a systematic scientific study of parts and phenomena and their relationships. The objective of quantitative research is to develop and use mathematical models, theories and / or hypotheses related to natural phenomena. The measurement process is a central part of quantitative research because it provides a fundamental relationship between empirical observations and the mathematical expression of quantitative relationships (Cohen, Manion, & Morrison, 2007).

Data collection and Analysis

To be able to obtain comprehensive data regarding the evaluation of the implementation of Teacher Professional Education (PPG) carried out by the Jakarta State University, there are several data collection methods or techniques that will be used in order to obtain maximum data. First by distributing questionnaires or questionnaires to participants in the Teacher Professional Education (PPG) in positions, lecturers at the Jakarta State University and school principals who participated in the program, then the second was to conduct interviews with several people who took part in the PPG program and filled out surveys.

To be able to analyze the survey results, descriptive statistics are used to interpret the data that has been obtained. It can show results ranging from the average value, the most occurring values, to the highest and lowest values. To make it easier to process data analysis, SPSS is used to assist the processing and analysis of data that has been collected (Biesta, 2012). To be able to analyze the research results, content analysis will be used to see the results of the interview. The data that has been obtained will be transcribed and followed by analysis using open coding, axial coding and selective coding using NVIVO (Cohen, Manion, & Morrison, 2007). The software will be very helpful in analyzing the results of the interview.

Even so, it cannot be denied that there are some weaknesses that might be found from the results of this study. One of them is the data collection technique. Non-random sampling technique will find it difficult to generalize. In addition, the double-blind effect may also be a problem during interviews and observations. So that researchers have prepared about this.

Finding and Discussion

This research was conducted to be able to find out the overall knowledge study regarding the evaluation of the implementation of Teacher Professional Education (PPG) activities which have been carried out late by the Jakarta State University. More specifically, there are three main things in achieving the objectives of the implementation of this research, namely to be able to find out (1) the problems faced by the participants in implementing PPG at the State University of Jakarta, (2) to be able to reformulate the design solutions to the implementation found in PPG, and (3) formulating an effective PPG implementation strategy. To be able to achieve the research objectives, a study was carried out on three groups of respondents, including teachers who were participating in Teacher Professional Education (PPG) in positions at the Jakarta State University, lecturers as teaching staff in the implementation of PPG at UNJ, and the third is the principal as a user of PPG alumni who has implemented PPG at the Jakarta State University.

The research data obtained included teacher data consisting of the domicile of PPG participants, the type of internet connection used, and how much budget was used to buy quotas or take advantage of internet facilities. Whereas for lecturers or teaching staff, the identities obtained are educational and training background, teaching experience, type of internet connection used, tools used for teaching, internet facilities used, fees used for internet facilities when using personal tools, and allocation of time used in one day to be able to teach PPG. As for the principal, the identity obtained is the origin of the school, the type of school led whether it is a public or private school, the level of education that is led, the number of teachers who have been and are currently being certified, and the number of teachers who are taking Professional Teacher Education (PPG) at State Universities Jakarta. In addition, the three groups of respondents were asked to be able to fill out a questionnaire about the evaluation and implementation of Teacher Professional Education as well as solutions in improving the quality of PPG services at the State University of Jakarta. Data for Participants in Teacher Professional Education (PPG).

In general, teachers who are respondents or participants in Teacher Professional Education (PPG) at the Jakarta State University in their positions are those from Jakarta, Bogor,

Depok, Tangerang and Bekasi. The total number of respondents who participated in this institutional research was 468 participants. As PPG is implemented online, it is very important to be able to find out information on the type of internet connection used by PPG participants during the PPG process.

Of the total number of participants, each participant uses an internet connection that is used differently. Among them are using school wifi, home wifi, personal quota, campus wifi, school wifi and quota, face-to-face, offline, school wifi and personal quota, some even come directly to campus to be able to use their internet facilities.



Figure.1 Type internet Connections in School

Based on Figure 1, it can be seen that the majority of Teacher Professional Education participants use a private quota internet connection facility. This can be seen from 70.9% of respondents who answered using quotas. In addition, another 19.9% is using a home wifi internet connection. This shows that a personal quota internet connection, either by using a mobile phone or a hotspot internet connection, is one of the most important things in the implementation of Teacher Professional Education. This is because an internet connection can be one of the fastest things to connect to the internet network.

To be able to use this internet facility, participants in the Teacher Professional Education in positions at the Jakarta State University need to pay a monthly fee to be able to use the internet facility. Although there are some participants who use public facilities for free, the overall cost that PPG participants need to pay is around Rp. 0.00 to Rp. 500,000.00 (five hundred thousand rupiah). However, the majority of PPG participants spent Rp. 100,000.00 which is used to be able to pay for internet facilities in one month for the smooth implementation of Teacher Professional Education (PPG).

Instructor / Lecturer Respondent Data for Teacher Professional Education (PPG)

A lecturer is someone who facilitates participants in the implementation of Teacher Professional Education (PPG). Lecturers provide enlightenment and transfer knowledge and experience to PPG participants in order to improve the quality and capability of PPG teachers. So it is very important to be able to know the characteristics of the lecturers / instructors in the implementation of Teacher Professional Education (PPG) in positions at the State University of Jakarta.

In general, lecturers / instructors who become facilitators in the implementation of this PPG are those who come from various study programs at the State University of Jakarta. Although there are many lecturers who become facilitators, in this study, the number of lecturers who participated was 30 (thirty) people. Of the total number of respondents, nearly 50% of the lecturers are from the Elementary School Teacher Education (PGSD) study program, while the others are from the Chemistry, Indonesian Language, Biology, Biology Education, Physical Education and others study programs. Even so, overall the lecturers have a background in educational science.

The number of PPG teacher participants who became participants also varied, ranging from 15 to 80 people. This is one of the important things to be able to find out how many PPG teacher participants are in the position when the lecturer teaches students. But even so, overall it appears that the average lecturer / instructor who becomes a facilitator in implementing PPG in this position is around 25-40 participants.

When viewed from their educational background, out of a total of 30 lecturers or instructors who become facilitators in the implementation of Teacher Professional Education (PPG), 18 people already have doctoral or doctoral qualifications. This means that more than 50% of the lecturers have already obtained a doctorate degree. However, even so, there were some people who did not have educational background, so that out of a total of 18 people, they attended Pekerti training.

Problems Faced in the Implementation of PPG UNJ

Teacher Professional Education (PPG) is one of the government's efforts to improve the quality and capacity of professional teachers in Indonesia. This is because to be able to obtain quality education and produce professional educators, a professional education is needed for teachers so that they can increase their capacity and capability in schools. A professional teacher is a teacher who has special abilities to be able to carry out his duties professionally and has the capacity to be able to teach according to the field of study he teaches. One of the characteristics of professional teachers and being able to master their competencies is that they can transfer knowledge to their students well.

To be able to improve the quality and professionalism of a teacher, a Teacher Professional Education program (PPG) is needed. This program is one of the government's efforts and is held to be able to prepare professional teachers both for those who come from undergraduate education and non-education graduates who have the desire and talent to become a teacher. So that they can master competencies as a whole according to national education standards. After teachers participate in the implementation of PPG, they will receive a professional educator certificate as a written proof of participating in the program.

The main objective of the implementation of Teacher Professional Education (PPG) is to overcome problems that exist in schools, including the shortage of teachers (teacher shortage), especially in the outermost, frontier and underdeveloped areas. This is one of the government's focuses in improving the quality and capacity of a teacher. The second is to overcome the problem of unbalanced distribution of teachers. This problem is one of the government's focuses as well to be able to see the distribution of teachers in big cities, compared to those in small cities. Third, teacher qualifications that are below standard (under qualification), which is something that needs to be improved by the government in implementing government programs. Fourth, the problem of teachers whose competence is still lacking (low competence). The problem of weak teacher competence needs to be updated and improved with the training conducted by the government. And the last one is the mismatch between the qualifications of education and the fields that are managed by teachers (mismatched). This problem occurs evenly in various regions in Indonesia, so it is necessary to refresher on improving the competence of these teachers.

Jakarta State University (UNJ) as one of the Education Personnel Education Institutions (LPTK) implements the Teacher Professional Education (PPG) program for teachers who will carry out certification. In accordance with the PPG UNJ vision, namely the UNJ Teacher Professional Education Study Program in 2025 will produce professional teachers who have a competitive advantage, and are adaptive to changes in the global environment. So that with this vision, Jakarta State University can produce professional educators in accordance with their respective fields. The mission of PPG UNJ is (1) Organizing teacher professional education to produce future professional teachers, who are ready to develop their students into qualified human beings. (2) Developing various learning models to improve the quality of learning in various paths, types and levels of education. (3) Facilitating student teacher candidates in developing "21st century skills" as a provision in carrying out and developing their profession as professional teachers. (4) Making the PPG study program a learning organization so that it will continue to develop continuously (continuous improvement) in a better and more professional direction. (5) Establish cooperation with various parties (stakeholders) who have the same mission direction.

In the implementation of PPG in 2020, UNJ carried out PPG in an online position. This is due to the Covid-19 pandemic that has entered Indonesia. Changing the method of implementing PPG from offline to online has many problems, so there is a need for solutions that need to be applied in overcoming these problems. Based on the results of a survey conducted on PPG participants, lecturers and school principals, there were several problems faced by participants in the online implementation of Teacher Professional Education (PPG) at the Jakarta State University.

Problems and evaluation in Teacher Professional Education are classified into four things, including evaluation of online lecture material, evaluation of lecturer involvement, evaluation of facilities and infrastructure, and evaluation of There are benefits from implementing PPG.

Teacher Professional Education (PPG) is higher education after an undergraduate education program that prepares students to have jobs with special skills requirements to become teachers. Teacher professional education must be taken for 1-2 years after a candidate has graduated from both undergraduate and non-graduate education programs. PPG (Teacher Professional Education Program) is a replacement program for deed IV which did not apply since 2005.

Teacher Professional Education can be carried out by various universities in Indonesia, one of which is the Jakarta State University. Through the implementation of the Implementation of Teacher Professional Education (PPG), teachers have the benefits that can be obtained to become professional teachers. The implementation of teacher professional education is also carried out for those who have become teachers or are said to be teachers in their positions. Even though in 2020 there was a COVID-19 pandemic, the implementation of teacher professional education at UNJ was still carried out even though it was online.

This study focuses on examining the problems faced by teachers participating in PPG and the benefits obtained after participating in the implementation of PPG in online positions for teachers. This aims to be able to see the problems that occur during the implementation of PPG, as well as to find out the benefits obtained for the participants during the implementation of PPG online.

The Teacher Professional Education Program (PPG) can have a positive impact in the form of quality improvement, both cognitive and affective. Increased cognitive abilities can provide good things for teachers. For example in providing an understanding of the material presented, the benefits of the teaching materials provided, as well as the benefits of increasing the ability to study and study subjects that are in accordance with their scientific field. This is

consistent with a study in various educational scientific fields that professional education has a positive impact on the material studied by teachers (Malm, 2009; Elliott, 1991).

In a study entitled a model of professional and its implication for teacher education, it is explained that professionalism for teachers is very much needed. Professionalism can be used as a recognition and recognition for teachers so that it can be a way to develop themselves (Elliott, 1991). In addition, in the process of becoming a professional teacher, there are several things that can improve the cognitive quality of teachers, because in the implementation of PPG, teachers can acquire knowledge in the form of scientific knowledge that is in accordance with their respective fields of study (Malm, 2009).

Innovation in learning is one of the most important things in the learning process. Teachers who have been in school for a long time need new learning innovations in schools. It is intended that students have a new interest in studying and reviewing learning material. For example, a Citizenship Education teacher always teaches using the same materials and methods, because there are no new innovations during the learning process. Through Teacher Professional Education (PPG), teachers can get new things that can have a positive impact on students.

The results of research on evaluation in the implementation of PPG in online positions, learning innovation is one of the main things. The PPG participants were given inspiration and material by the lecturers / instructors both academically and non-academically. In addition to the learning process, teachers can obtain materials related to learning innovations. The results of this study are in accordance with what was conducted by Sada, in a study entitled The Use of Technology-Based Multimedia for Teacher Professional Education (PPG): User Experience Analysis (UX). In the study, it was stated that teachers were taught about the use of multimedia as a way to improve skills and have innovation in learning, so that students have awareness and enjoyment, because teachers can use maximum learning media and learning methods through multimedia (Sada, 2020).

Research on Teacher Professional Education abroad also focuses on learning innovation. In some countries, teachers are expected to be able to improve and provide new innovations regarding learning media, as well as other things that will be provided to students, so that teachers provide new things (Atkins & Tummons, 2017; Rodríguez, Pedrajas, & Gracia, 2019). In this study, it was stated that one of the main aspects of the learning process was innovation in education. This form of innovation can be in the field of learning media, learning methods, teaching materials, and assignments to students. Through the Professional Teacher Education (PPG), they are supported and given inspiration so that they can do it can make new innovations in the learning process.

Apart from innovation in learning, communication in education is the most important thing. Communication in education is one of the important aspects because teachers are expected to get changes, be it communication with superiors, communication with colleagues, communication with students and communication with parents of students. (Vanassche, Kidd, & Murray, 2019; Lindström, 2020; Horn, 2016). In the teacher professional education program carried out at the Jakarta State University, the results of the research show that this training is very supportive and helps teachers in gaining communication skills.

Communication with students is one of the main things. In communicating with students, teachers need special patience and abilities so that students can gain the knowledge conveyed from the teacher (Chen, 2019; Sür & Delice, 2016). When in the classroom, apart from the knowledge possessed by the teacher, the ability to communicate is very important. This is because the knowledge transfer process requires excellent communication knowledge between teachers and students. Through teacher professional education, the science of communication with students is greatly explored in order to meet the needs of teachers and students.

Conclusion and Summary

Teacher Professional Education (PPG) is a very important program for teachers to implement. The State University of Jakarta as an Educational Personnel Education Institute (LPTK) was appointed by the central government as one of the institutions to be able to organize Teacher Professional Education (PPG). The purpose of implementing PPG is to improve the quality of skills in education for teachers from elementary to high school levels. This is also a basis where the teacher is a major component in education to be able to assist students in the learning process, so they need new skills to be able to develop and continue.

In this study, there are two things that become the main study, namely to find out the evaluation of the problems being faced by PPG participant teachers and lecturers as instructors during the implementation of PPG in online positions. Second, evaluate the benefits for teachers and school principals as graduate users after the implementation of Teacher Professional Education (PPG).

In terms of evaluation of the problems studied, it is divided into three main parts, namely cognitive abilities, pedagogical abilities and communication skills. Cognitive abilities are related to the material presented by the lecturers in the learning process. The material in the implementation of Teacher Professional Education is very important, this is because this material can be used as a source to increase the capacity of educators, especially subject teachers. In implementing PPG, teachers receive material taught by instructors / lecturers from the Jakarta State University (UNJ), so that they can absorb the knowledge conveyed by the lecturers. The results of the study are consistent with several publications about professional teachers that the material in the cognitive field is the main thing in the PPG learning process, it is in accordance with what is expected by teachers during the PPG implementation process. In addition to the material provided by the ministry and delivered by lecturers / instructors, there needs to be innovations or new things delivered by the lecturers. This can be in the form of classroom learning methods, learning media preferred by students, as well as the latest information and news related to education. This aims to be able to provide a stimulus and also something new for PPG participants at the State University of Jakarta.

In addition to cognitive abilities, pedagogical abilities such as learning media, innovation in learning, teaching materials are important and very much needed by teachers during the learning process. Teaching materials provided and systematically arranged by the central government have become the main thing, so that lecturers can maximize their ability to deliver material to teachers. This means that this is in accordance with the needs of the PPG participants, in this case, the teachers who are taking part in the learning process even from their respective homes. Not only contextual, but also conceptual. An example is the material delivered as expected, or the material provided has accommodated the teacher to be able to implement it to students. So that this can be a very good thing in learning. The teachers feel that the teaching materials / modules provided have been systematically arranged according to what the teachers need.

The last one is the ability to communicate. This ability is divided into several parts, including the ability to communicate with superiors, colleagues, students and parents. In several studies, communication with students is the most important thing that can be explored and developed and studied during the process of teacher professional education. Based on these aspects, the PPG participant teachers agreed that communication with students was a skill that was explored during the PPG implementation process. So it can be concluded that communication with students is the most important thing, so learning it can increase intense learning with students.

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