

Sustainable Professionalism Development of Teachers in Jakarta

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Abstract: *The aim of this research is to know the relation between sustainable professional development of teachers in Jakarta with several factors: level of education, teaching experience and provision of allowances. The method used in this research is survey. Population of this research is Senior High School and Vocational School teachers in Jakarta who have been certified. The teachers as the population teaching in various category of schools there are public and private schools, whether schools with accreditation A or B. The sampling that used is multistage random sampling. The number of samples are 467 teachers from Senior High School and Vocational School. The data analysis technique that used is double regression. The result of this research is significancy value 0,000 with r 0,318 unstrong relationship. Education level, teaching experience and provision allowances have a weak simultaneous relationship with the sustainable professional development. If T-test applied, only education level that influence sustainable professional development. The teachers in Jakarta need to improve their capacity through training, scientific publication, and innovation in learning media invention. The recommendation of this research is to hold a program in order to achieve a suitable sustainable professional development.*

Keywords: *Education, Teaching Experience, Professionalism. Provision Of Allowances*

Introduction

Law number 20 of 2003 about National Educational System, law number 14 of 2005 about teachers and lectures, and government regulation number 19 of 2005 (updated into government regulation number 32 of 2013) about National Standard of Education, stated that teacher is professional educator. Therefore, teacher has certain requirements to get over the qualification which is minimum education level is bachelor degree and diploma IV (S1/D-IV). The level of education need to be relevant with the teacher's competency.

A professional teacher needs to master certain competencies. Competency is a set of knowledge, skills, and behaviour which need to be owned by teachers to implement their tasks. Explicitly, professional teacher competencies are pedagogic, professional, and social skills (law number 14 of 2005). Those competencies can be maintained through education and training continuously. Competencies can be performed and measured. The measurement will

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be done through certification program which is Educational Personnel Education Institution (LPTK) appointed by the government.

Teacher certification means a process of handing out a certificate to the teachers to do their profession. The educator certificate is a certificate which officially released by universities in a certification program as a formal recognition for a professional educator. The aim of certification is to determine the teacher's competencies to plan, run, evaluate the learning activities, and guide the students to achieve the national education goal.

The recently ideal profile of teacher is not merely complete the academic qualification but also has a certification. The academic qualification of teachers is published by Educational Personnel Education Institution (LPTK) whether is already accredited or not accredited yet. The certification process has three different models. Those three different models are: (a) through portfolio assesment, (b) through Teacher Professional Education and Training (PLPG), and (c) through Teacher Professional Education (PPG). Eventhough PPG has a more expensive cost, longer duration (from 10 days up to 6 months) but more teachers are certified through this program.

According to Khodijah, teacher's performance post-certification imply that the whole aspects including lesson planning, learning implementation, learning assessment, and professional development, all of them indicate the average category. It means teacher's performances in South Sumatera post certification and gain provision of allowances is not too good but not too bad either. As a result, it can be implied that a high cost certification program from the government can not guarantee improving teacher's performances (N Khodijah, 2013). This reality makes the certification program which designed to optimize the teacher's performances still doesn't meet the target. The teacher is required to improve teaching skills, effective learning, improving attitudes and behavior in accordance with professional demands (Tanang, 2014).

The disruption era of technology, the teacher's task and responsibility need to adapt with the 21st century student learning needs. The aspects are varied including the ability of critical thinking, the ability to formulate and solving problems, creative and innovative, communication skills, mastery of digital transformation, and multilingual abilities. Teacher is the main important component which affects the school system. In response with Industrial Revolution 4.0, the teachers are expected to improve their competency skills and sustainable personal development, through various training and seminar whether individually or collectively. In addition, evey year, student learning experiences change and improve, so the way teachers teach need to change as well.

Various program for improving school quality and teacher quality have initiated by the government. A training which is suitable with the teacher's needs, need to be done sistematically and comprehensively (Leonard, 2015). This research is connecting Sustainable Professional Development with educational factor, teaching experience and provision of allowances for teachers in Jakarta.

Literature Review

One of the factors which concerns teacher education and the teaching profession is to ensure the relevance of professional development for in-service teachers (Lim, 2014). The teacher

profile implies the presentation of character traits and characteristics, the individual personalities shown are related to a set of norms for the teacher as a whole (Reber, 2010). *Law no. 14 of 2005* on Teachers and Lecturers emphasizes that teachers are professional educators who have the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal primary and secondary education.

The responsibilities of a teacher include teaching and learning, administrative obligations, interacting (with fellow teachers, student parents) and professional development (Lim, 2014). Professionalism is embedded in the context of value norms, the same perspectives in working groups (Education Council, 2012). A teacher has a big and complex task and responsibility to develop the cognitive, affective, psychomotor and metacognition domains of students in order to become qualified individuals, both in terms of intellectual and moral aspects. The distribution of the tasks is explicitly as follows: 1) teaching, the teacher is responsible for teaching knowledge to students. The main focus of learning activities is to develop intellectually so that students understand the knowledge of one discipline; 2) educating students is different from teaching a science. Educating aims to change the behavior of students for the better. The process in educating students is something more difficult to do than teaching a science. In addition, a teacher should be able to be a good exemplary model for the students so that they can get good characters according to the norms and values prevailing in society; 3) training students, the teacher has skills to train students for basic skills and abilities; therefore, in vocational schools teachers provide life skills to their students; 4) guiding and directing, teachers give direction and guidance to students who worry and doubt in the process of learning and practicing, in order to stay on the right track, in this case in accordance with educational goals; 5) provide encouragement to students, the teachers job is to encourage students to try hard to be more advanced. The form of encouragement that a teacher can give to students are various, for example, giving reward verbally, orally or giving a present.

Teachers' Sustainable Professional Development (SPD)

Professionalism refers to what it means to be a professional in terms of status and reputation. Teaching will be influenced by relevant factors, namely school level, salary, and academic quality of the basis of knowledge (Hague, 2013). The Teacher Development Model in Singapore is conducted by continuing learning across multiple formats and platforms, including face-to-face and online courses, workshops, and postgraduate programs (for example, Masters and doctoral degrees), professional conferences, conventions and symposia, action research, mentoring and coaching, and school-university partnerships (MOE, 2012). Differing from traditional forms of development (such as formal courses), various initiatives are needed for reform-based initiatives (such as informal sharing sessions, action research, or peer observations) (Bautista 2015). Teachers are also encouraged to spend part of their professional development time in learning about topics that are not directly related to teaching, for example counseling, multicultural education, personal well-being, or social skills (Tripp, 2004). The reason is that, through this type of educational experience, teachers will be more ready to meet the educational requirements and challenges of the 21st century (MOE, 2012).

Law no. 14 of 2005 on Teachers and Lecturers mandated that teaching staffs (teachers and lecturers) in Indonesia as professional positions. Certified teachers will get an extra salary

as much as 1 times of the basic salary. Teacher certification has been implemented since 2007. In this year 2020, the policy has benefited the certified teachers economically. The policy of professional certification or the provision of professional allowance is a concrete form of the government recognition of teaching profession. Moreover, it can be said that this policy is also the indirect recognition from the society of teaching profession. The provision of educator's professional allowance aims not only to increase the teachers welfare, but also to develop teacher professionalism both institutionally and independently. The demand for teacher professionalism is an inevitability that the sustainable professional development should be done. The McKinsey Report (Barber & Mourshed, 2007), as well as other international reports (eg. OECD, 2005), emphasized especially on high-quality teachers. The OECD report (2005, 2009) suggests that clear career stages, a good compensation scheme and a salary system will help in attracting and retaining good teachers in the profession and in the classroom.

The problem with the profile of future teachers is an effort to develop professionalism carried out by teachers continuously, both on institutional and individual initiatives. Professionalism has an individual side, which is the professionalism of each teacher, resulting from their personal values and their conceptions of the teacher they want (Education Council, 2012). The responsibility to maintain this individual professionalism lies on the teacher as individual. Sustainable Professional Development (SPD) is the development of teacher competence, which is conducted in accordance with the needs, gradually, continuously to improve their professionalism (Permeneg PAN and RB No 16 in the year of 2009, article 1(5)). Based on Regulation of the State Minister for Empowerment of State Apparatus and Bureaucratic Reform Number 16 of 2009 concerning Teacher Functional Positions and Credit Score, there are 3 components of teacher development, namely: a) self-development, b) scientific publications, and c) innovative works.

Self-Development

Self-development is an individual effort and activity carried out by teachers in order to improve their professionalism. Thus, teachers will have competencies in accordance with professional standards and regulations. It is hoped that the teacher will finally be able to carry out functional duties and obligations in learning/mentoring, including in carrying out additional tasks that are relevant to the functions of the school/madrasah. Self-development activities consist of two types, namely functional training and education and teacher collective activities. This self-development activity is intended to make teachers be able to achieve and/or improve the competence of the teaching profession which includes: pedagogical, personal, social, and professional competences as mandated in Law Number 20 of 2003 concerning the National Education System. Additional tasks that are relevant to the school/madrasah functions, as mentioned previously, in relation to Continuous Professional Development (SPD) are oriented to the activities, which improve the competencies, in accordance with additional tasks (for example: competencies for school principals/vice principals, laboratory heads, library heads, etc).

Functional education and training are teacher activities in participating in education or training aimed at achieving established professional competency standards and/or improving

professionalism to have competencies above the established standards within a certain period of time.

Scientific publications

Scientific publications are scientific papers that have been published to the public as a form of teacher contribution in improving the quality of the learning process in schools, as well as the development of education world in general. Scientific publications include 3 groups of activities, namely: a) presentations at scientific forums, b) as resource persons at seminars, scientific workshops, colloquiums or scientific discussions, and c) scientific publications of research results or innovative ideas in the field of formal education. Scientific publications of research results or innovative ideas in the field of formal education comprise the composition of:

- a. written paper in the form of a research report in the field of learning or education in schools which is published in the form of an ISBN book and circulated nationally or have passed the book assessment, or published in an accredited national scientific magazine/journal, at province level, and at the district/city level, or presented in a school seminar or stored in a library.
- b. popular scientific writings in the field of formal education and learning in education units published in accredited national journals, non-accredited national journals, local journals (district/city/school/madrasah), etc.
- c. publication of textbooks, remedial books and/or teacher guidelines. This publication includes the production of: textbooks per level or educational books per title that pass the BSNP assessment, or are printed by the publisher and have or have not an ISBN
- d. learning modules for training per semester used at: the provincial level with approval from the Provincial Education Office, or the district/city with endorsement from the District/City Education Office, or the local schools/madrasahs.
- e. books in the field of education are printed by publishers with ISBN and/or non-ISBNs, translated works in which of each work declared by the principal of, teacher manuals.

Innovative work

Innovative work is a developing work, a modification or a new discovery as a form of teacher contribution in improving the quality of the learning process in schools and (in) developing the world of education, science/technology, and art. This innovative work includes:

- a. inventing an appropriate technology for complex and/or simple categories;
- b. discovering/creating or developing ment of works of art for complex and/or simple categories;
- c. making/modifying learning media/teaching aids/practical training equipment for complex and/or simple categories;
- d. preparing quality standards, manuals, assessment of learning outcomes/questions and the like at the national and provincial levels.

Teacher Professional Allowances

The professional allowance as an incentive for professional teachers effectively contributes to keep the teachers on their profession as teachers and to make the teaching profession as their attractive career. In addition, allowances also play a role in motivating teachers to always improve their performance at a high level and develop their profession as a teacher (OECD, 2011). As stated by Saud (2012), the appreciation and the rewards received by teachers are of course appropriate and in line with recognition of their status.

Professional allowances as a form of additional incentives in the compensation component fall into the category of low-level needs (hygiene factors) where the professional allowances given to teachers are used to fulfill life needs other than teacher salaries and other allowances; while the professional allowances to meet high level needs (motivator factors) are closely related as a form of improvement and recognition as a professional teacher. The teacher is expected to be responsible in his/her work, be able to achieve higher achievements and always develop his/her abilities. Satisfied factors (motivating factors or satisfying factors) are factors whose existence is very motivating but their absence rarely results in feelings of disappointment in employees (Engkoswara & Komariah, 2012). The ingredients in the compensation component fall into the category of low level needs (hygiene factor) where the professional allowance is provided For teachers, this is used to fulfill the necessities of life in addition to teacher salaries and other allowances, while the professional allowance to meet high-level needs (motivator factors) is closely related as a form of improvement and recognition as a professional teacher. The teacher is expected to be responsible in his work, be able to achieve higher achievements and always develop his abilities. Satisfied factors (motivating factors or satisfaction) are factors whose existence motivate the employees very much but their absence rarely dissappoint them (Engkoswara & Komariah, 2012).

According to Schuler and Jackson (1999), Mondy, et al. (1999), Schermerhorn, et al. (1998), Robbins (1996), and Siagian (1995), rewards can be divided principally into two: intrinsic rewards and extrinsic rewards. Intrinsic reward is the reward received for himself, in the form of a positive value or a sense of satisfaction with himself for completing a task which for him is quite challenging. Extrinsic rewards include direct compensation, indirect compensation and non-monetary benefits. Direct compensation comprises, among others, basic salary, overtime pay, incentive payments, allowances, bonuses; meanwhile, indirect compensation are, among others, social security, insurance, pensions, severance pay, work leave, training and holidays. Non-monetary rewards are the satisfaction the employee receive from the job itself or from the psychological and/or physical environment in which the employee works. This includes non-monetary rewards such as a security or a comfortable work environment, self-development, career flexibility, opportunities for increased income, status symbols, praise and recognition.

Performance allowances are part of direct compensations. Regional performance allowances are compensation provided in each region to employees under their leadership. Each region has a nominal difference in the regional allowance. The amount of the regional allowance depends on the Regional Budget (APBD) respectively. If the region has a large source of income, the regional performance allowance is large, for example Jakarta. The amount of the regional performance allowance is stated in the governor's regulation. The research study was taken in two different areas of TKD (Regional Performance Allowance). TKD in Jakarta is set forth in the 2017 governorate

regulation in 2014. The amount of allowance depends on rank and class can be seen in the following table

Table 1. The amount of Regional Performance Allowance (TKD)

No	Grouping	Jakarta
1	III a	Rp 4.753.750
2	III b	Rp 4.753.750
3	III c	Rp 4.985.000
4	III d	Rp 4.985.000
5	IV a	Rp 5.216.250
6	IV b	Rp 5.216.250
7	IV c	Rp 5.447.500
8	IV d	Rp 5.447.500
9	IV e	Rp 5.447.500

Methodology

The method that used in this research is survey. The population of this research are high school and vocational school teachers from public and private schools in Jakarta. The sampling technique that used is multistage random sampling which can combine more than one technique of sampling (Barreiro, dkk.,2001). From 5 cities in Jakarta, only 3 cities that used, the schools are varied based on their status (state owned or private owned school) and their accreditation (A and B). There are 466 teachers as the research sample. Operational variables of this research are education level (X_1), teaching experience (X_2) and provision of allowances (X_3) as independent variables meanwhile Sustainable Professional Development (Y) as dependent variable which analyzed from these aspects: 1) self development, 2) scientific publication, and 3) innovative creation. The data are gathered using questionnaire. The data analysis is using double correlation which has been tested for normality test assumption and free from classic assumption (multicolinearity and heteroscedasticity).

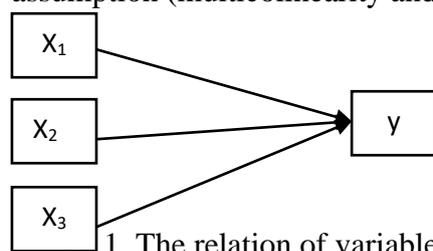


Figure 1, The relation of variable X towards Y

X_1 = education level, X_2 = teaching experience, X_3 = provision of allowances

Y = sustainable professionalism development

Findings & Discussion

Based on the questionnaire which has been filled, there are indicators such as education level, teaching experience and provision of allowances. The first indicator is teacher's education level (figure 2).

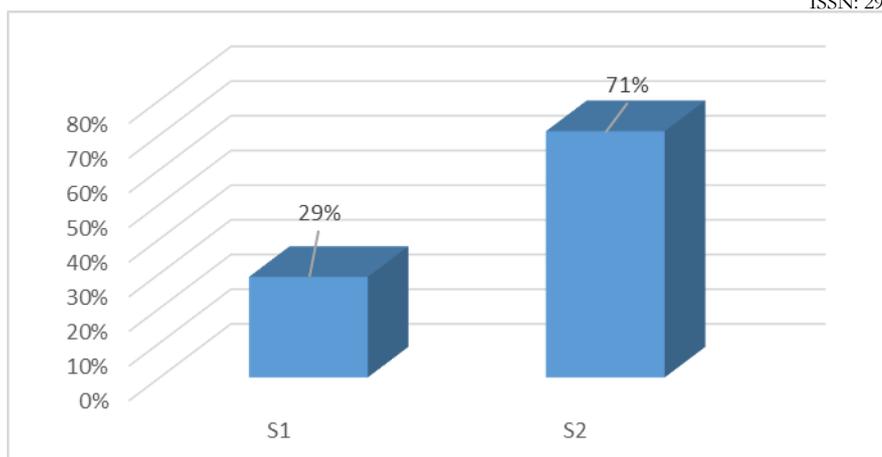


Figure 2. Education level (Survey, 2019)

The education level of respondents mostly bachelor's degree (71%) while master's degree (71%). In order to improve their teaching skills some of them continue their study until master's degree. Study shows that there is a correlation between the level of education and teaching satisfaction (Istichomah, 2010). The minimum academic requirement for being a teacher is bachelor degree and the subject they teach need to suit their past major. The teachers already meet the standard. The re-arrangement that has been done by the official still limited on the adjustment of teacher's educational background with the subjects that they teach (Rindarti, 2018).

The number of teachers who continue their study shows that they have awareness to develop their professionalism development continuously. In addition, a high number of respondents who continue their study also shows financial capability to invest in education. The abundance universities existence in Jakarta (50 universities both private and public) which provide master's degree program gives more opportunities for the teachers to continue their study.

Provision of allowances also gives teachers more opportunities to continue their study. Therefore, respondents will be able to use it to continue their study by financing themselves. In addition, there is a special permission for those who want to continue their study but still able to do their job as a teacher called "*izin belajar*" or study permission. Meanwhile for those who get a scholarship program, they do not have any teaching duties. If the teachers financing themselves to continue their study, they might still need to teach because their daily attendance is counted for provision of allowances. Therefore, respondents do their study only on certain days per week. As the teachers need to work on weekdays, many universities offer weekend or worker classes at noon. The support from headmaster at school where the teachers work is important for them to continue their study smoothly. The headmaster's role is critical to improve the human resources quality, which can be done by doing this process: lesson study, assignment, inviting experts, taking master degree, and doing a comparative study (Husnayain, 2015).

The second indicator is teaching experience. The longer experience that they have, they are expected to have a better skills in terms of professionalism development. The information of how long respondents experience shows in figure 3.

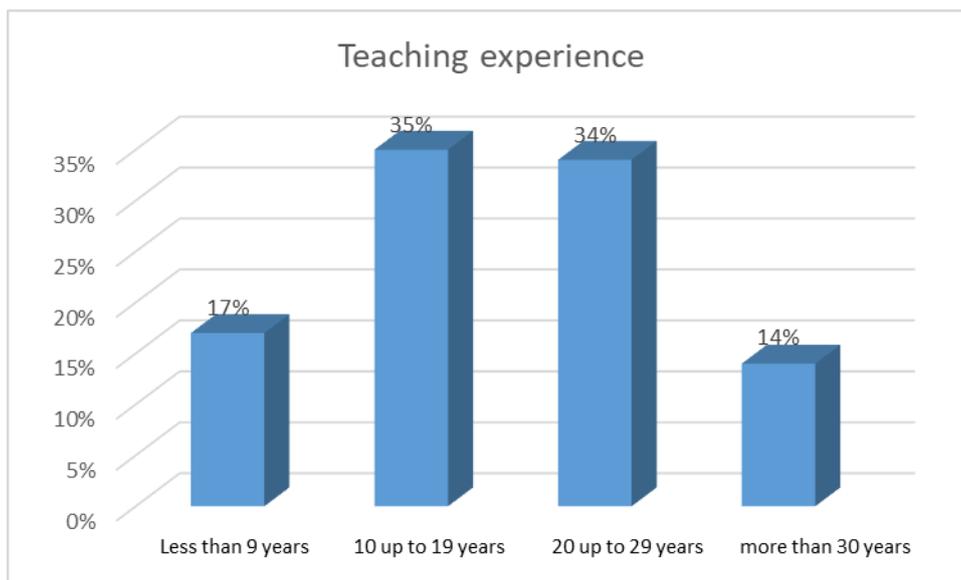


Figure 3. How long respondents teaching experience (Survey, 2019)

Teachers' teaching length in this case study has a normal curve. Teachers who have experienced teaching less than 9 years and those who have more than 30 years experience are almost at the same amount which is 17 percent and 14 percent. The modus of data are 10 up to 19 years and 20 up to 29 years with the percentage are 34 and 35 percent. Therefore, there is certain distribution with a certain pattern.

The length is counted from the first time they work as a teacher even if they hadn't become a civil servant. Respondents who have a longer teaching experience absolutely have a better chance to have a professionalism development.

The next variable is the division of their career rank as a civil servant. The ranks are III and IV. The ranks number III will also be divided into III A, III B, III C and III D. Meanwhile ranks number IV are divided into IV A, IV B, IV C, IV D, and IV E. These categories determine the provision of allowances based on Governor regulation No. 207 of 2014. The provision of allowances data are connected with Sustainable Professionalism Development. This research only found until IV B rank. The respondents career rank can be shown below (figure 4).

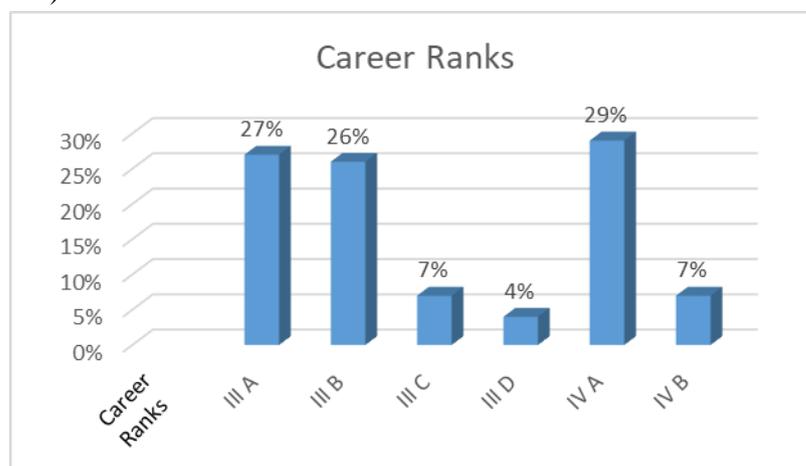


Figure 4. Respondents Carrer Ranks in Jakarta (Survey, 2019)

The modus of respondent's career rank is IVA with 29 percent while the fewest is IIID with only 4 percent. A half of the data are on III A and III B. The graphic doesn't have any measured pattern, where the first rank is higher and then going down but then going up again. The graphic pattern is not in line with teaching experience.

Teachers' career ranks are not related to teaching experience. Ideally, the ranks will have a correlation compared to teachers' teaching experience, but this result shows otherwise. The data shows the career rank graphic accumulate more on the right or first part of the graphic while the pattern for teaching experience accumulate more on the middle. This pattern shows that respondents do not propose a promotion gradually. The sustainable professionalism development doesn't run courage vely as teaching experience. Respondents do not propose the promotion earlier so their career rank stuck at III A and III B only eventhough they have been already teaching for long (10 – 29 years). The obstacles for proposing a promotion are caused by cultural, administrative, and structural reasons (Istmaji, 2019). Meanwhile the barrier for being promoted are caused by physical ability, age, limited time, and administrative failure (Oktaviani, 2019).

The functional career status and level of education will affect teachers' working satisfaction (Istichomah, 2010). Therefore, respondents need to be courage to get promoted gradually as well as they gain more teaching experience. This promotion shows that there is a Sustainable Professionalism Development. The difficulties of proposing a promotion need to be eliminated in order to get working satisfaction.

The result shows that regression model which connecting X1, X2, X3 with Y shows a normal distribution. The normal distribution is because data plotting shows the real data (Ghozali, 2011). Data distribution graphic can be shown below (figure 5).

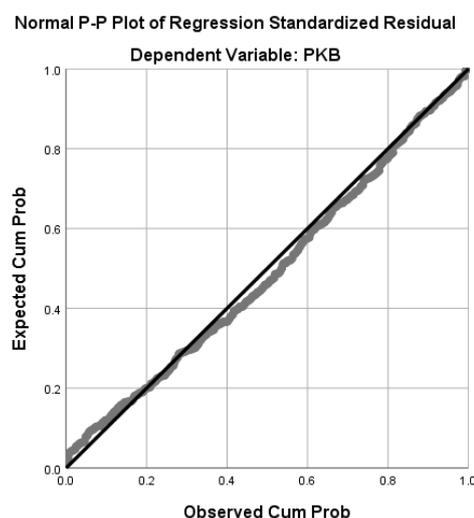


Figure 5. Data distribution is normal (Source : data processing, 2020)

The next classic tes tis related with multicollinearity. The multicollinearity test with a certain requirement shows that there is no multicollinearity indicators if the tolerance value is $>0,100$ and VIF value under 10. The result with the help from SPSS are shown below (table 1):

Table 1. Tolerance value dan VIF

variable	Tolerance Value >0,100	VIF value <10,00
X ₁	0,978	1,023
X ₂	0,980	1,020
X ₃	0,995	1,005

Source :data processing, 2020

The multicollinearity test results of the tolerance value for X₁ = 0.978, X₂ = 0.980 and X₃ = 0.995, more than 0.100. The VIF value for X₁ = 1.023, X₂ = 1.020, X₃ = 1.0. Heteroscedasticity test was performed as a condition of multiple regression. Heteroscedasticity test if there is no clear pattern on the scatteplots image, and the dots spread above and below the 0 on the Y axis. The results showed no heteroscedasticity.

Partial t test is done to see the effect of X alone-variable on Y, if the value of Sig <0.05. The partial t test can be seen in the following table05 is smaller than 10 so there is no multicollinearity.

Table 2 Significance Value

Variable	Sig value <0,05	Notes
X ₁	0,000	Take effect
X ₂	0,106	No effect
X ₃	0,024	No effect

Source: Data processing, 2020

Partially, X₁ has an effect towards Y while X₂ and X₃ don't have effect. While simultaneously F test for sig <0,005 shows that there is an effect between variables. The result shows that the sig value 0,000, therefore it can be concluded that simultaneously X has an effect towards Y. In order to know how far the contribution X towards Y, it was shown from R value R 0,318, which means there is only a weak correlation (0,21 s/d 0,40). Therefore, teacher's education level, teaching experience, and provision of allowances have a weak correlation towards Continuity Professionalism Development.

As partially the education level has a significant effect towards Sustainable Professionalism Development there are some reasons for this finding. Higher education can lead to professionalism capacity through research, innovative creation, learning media, and student working paper (LKS). Therefore, respondents will have courage to produce more scientific paper and lead to a better Sustainable Professionalism Development.

The activities of Sustainable Professionalism Development are varied. There are training, operating computer application, doing reserach, and publishing their papers. The percentage of every single activities are shown below (figure 5).

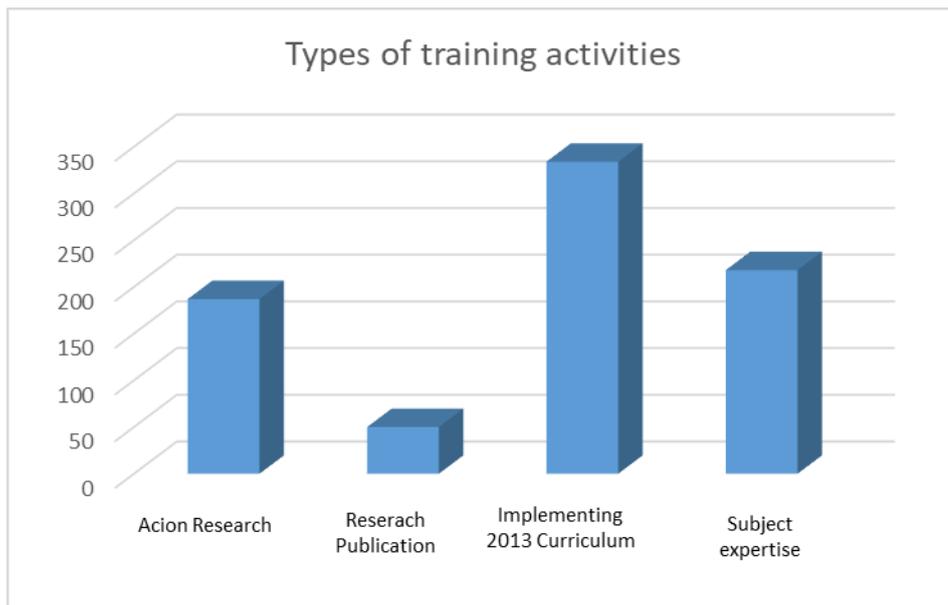


Figure 5. Types of training activities (survey, 2019)

The Sustainable Professionalism Development (PKB) training format is held by city, provincial or central office. The most participated training is about Implementing 2013 Curriculum. This type of training is often provided by the school itself because implementing 2013 curriculum is a must. Therefore, when the teacher participate to this training they are ready to implement the curriculum (Evanita, 2013).

The industrial revolution 4.0 era has demanded teachers to be able to operate computer application. The capability for operating software will lead to the faster and better quality of learning in order to face 21 century challenges. The percentage of operating computer application will be shown on the following graphic (figure 6).

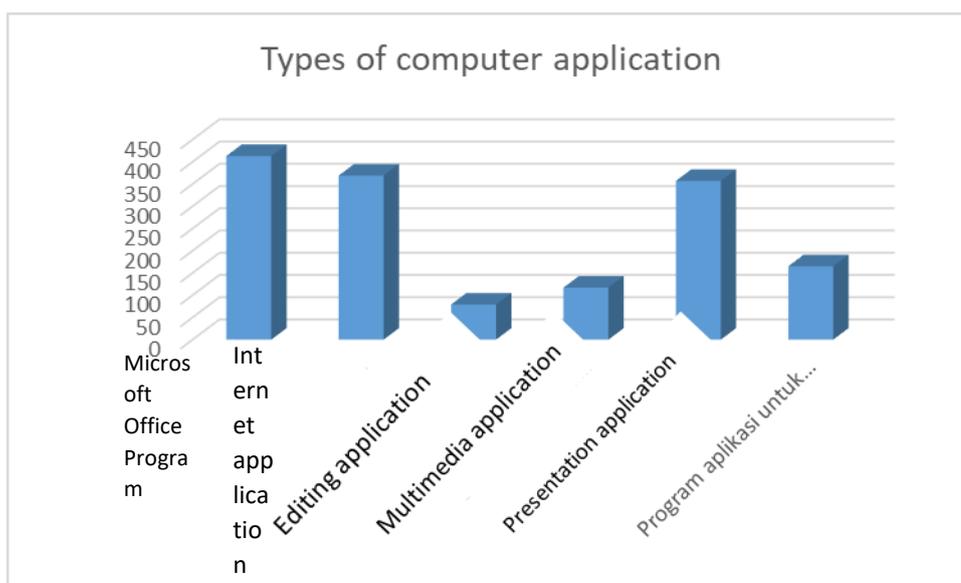
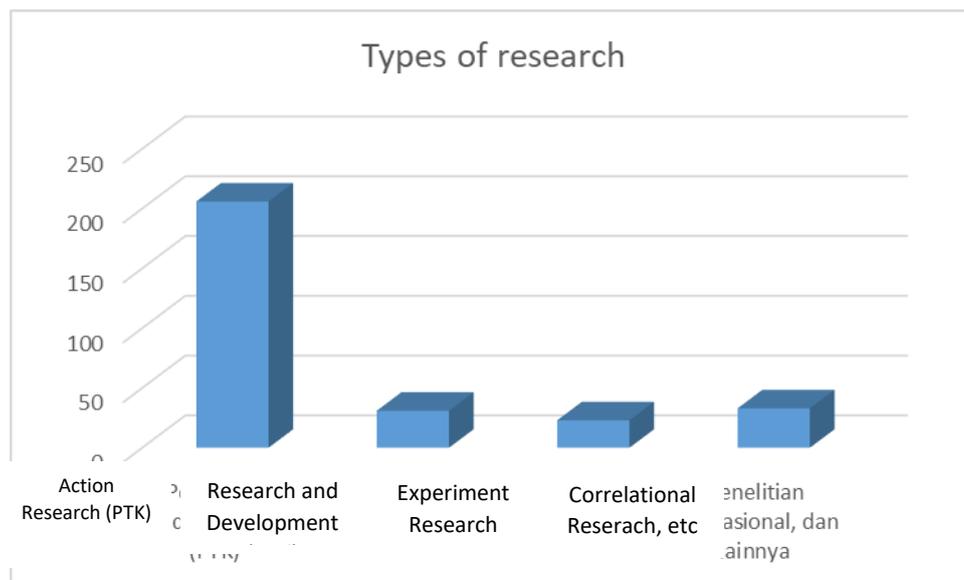


Figure 6. The capability of operating computer programs for learning equipment (Survey, 2019)

The majority of respondents answer are Microsot office, presentation and internet program. This result shows that eventhough some of them already mastered multimedia, editing or even evaluating application but the majority only mastered the basic capability for operating computer program. Therefore, respondents still need to participate on computer program training to improve the learning quality and adapt the students need from millenials generation. In addition, this capability is one of the important aspects for individual professionalism measurement (Balbag, 2017).

Respondents also doing a research as a personal development. The types of research will be shown as follows:



Research types that respondents have done the most is action research. The rest are experiment, development, correlational etc. Action research that techers done is adapted based on their expertise. Eventhough more than a half of respondents have experienced doing research, teachers still reluctant to do research because they don't get used to express their idea into a paper. In addition, action research is used for promotion only rather than solving their class problems. Study shows that techer's action research is rarely being implemented and merely as the administrative requirements only for being promoted (Shinta, 2019).

The types of innovative creation as one of the indicators for Continuity Professionalism Development are varied. There is new technology invention, art creation, tools invention, and standards arrangement. The percentage for each category will be shown as follows:

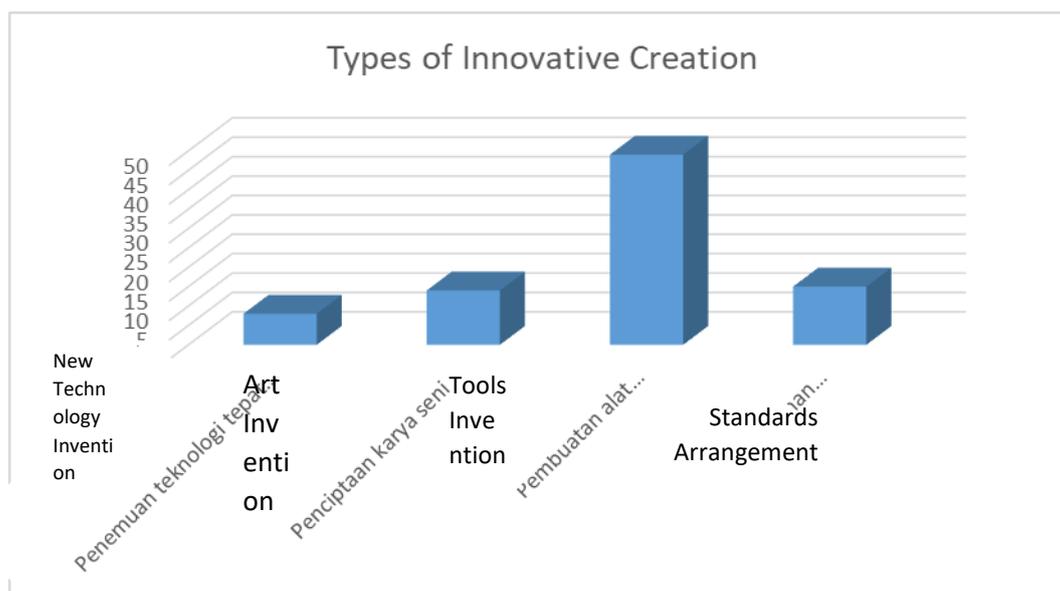


Figure 8. Types of innovative invention (Survey, 2019)

The number of innovative invention is still low, only 18 percent of respondents who had it. The most type of invention they made is learning media or props for teaching. The other types are inventing a new technology, art invention and standard arrangement. This result is related with the the teachers' reluctance for producing scientific paper. Innovative invention is a research product itself. When they don't even start with research background and trying to solve the problems, innovative invention will not even made. The innovative invention need to improve so that they will have a continuity development. Collaboration among colleague or even subject teachers meeting during MGMP may be the first step for improving teachers' innovative invention. Study shows that the discussion during MGMP with a brainstorming and sharing experience between teachers is really helpful for developing competencies (Parding, 2017).

Conclusion

This research shows that there is a relationship simultaneously between education level, teaching experience, and provision of allowances toward Sustainable Professionalism Development with the significance 0,000 and r 0,318 which categorise as weak. Partially, the level of education has the effect while teaching experience and provision of allowances don't. Teachers in Jakarta need to improve their Sustainable Professionalism Development. Jakarta has a higher provision of allowances compared to other provinces, ideally will have a better chance to improve Sustainable Professionalism Development. Teachers need to be trained more about action research which later should be used to solve their actual classes problems rather than just administrative requirements. Action research results can be used to produce innovative media and technology invention In addition, they also need to improve their skills to operate computer application which is not merely Power Point Presentation but also various application. Lastly, the scientific seminar will help their Sustainable Professionalism Development.

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