

ANALISIS TENTANG PROFESIONALISME GURU STUDI KASUS PADA GURU-GURU BAHASA INGGRIS SERTIFIKASI PADA MADRASAH ALIYAH DI KABUPATEN LOMBOK BARAT

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Abstract

This study aims to investigate of English teachers' professionalism of MA in West Lombok. The Teachers' professionalism which was analyzed was on (1) the certified English teachers' perception about professionalism, (2) lesson plan, (3) teaching performance. The participants in this research were twenty one certified English teachers in West Lombok. Method used in this study was qualitative. The data were collected using quantitative method which was followed by qualitative method. The data were collected through some methods of data collection: questionnaire, observation sheet, and the scoring rubric of lesson plan. The data analysis used mix method where some of the data were analyzed qualitatively and some were analyzed quantitatively. The result of the research shows that: English Teachers of MA in west Lombok met the criteria of English Teachers' professionalism where pedagogy competency is categorized as good, professional competency is categorized as adequate, personality competency is categorized as good, and social competency is categorized as good. Meanwhile, the English teachers' lesson plan is categorized good, the teachers' performance in teaching is categorized as good, and the correlation between teacher's perception and lesson plan contribute significantly on teacher's performance in teaching and learning process.

Keywords : Teachers' professionalism, pedagogy competency, professional competency, personality competency, social competency

INTRODUCTION

Indonesian National Education Act Number 20 of 2003 defines Education as "a planned and conscious effort to create a teaching and learning process which enables students to actively develop their potential to achieve spiritual competence, personality, knowledge, self control, good morality and Skill needed by his her, the society and the country. Further, the term 'education' is defined as any process, either formal or informal, that shapes the potential of a maturing organism (internet version)

The aim of a language teaching is mainly to enable students to

communicate in the target language. This aim, however, is easier to be said than done. The fact in real life is many students who are taught English in the classroom, fail to use the language properly in real situation. To deal with this situation, countless efforts have been conducted by both teachers and researchers to improve students' ability to use English in real life.

To have a good education system, we cannot ignore the role of teachers. Teachers as an educator have a very important and strategic role. that teachers are the key person in the classroom. Levine (1992) also stated that

the importance of teachers' role in the classroom is reasonable since they cannot be replaced by any means.

Teachers can also be said as the agent of change. They can change or drive their students become more qualified person. To be a good agent of change, teacher should inspire their students to be more qualified person. Madrasah Aliyah is Islamic boarding school in west Lombok that its main focus is to lead the student to be a professional person who is ready to compete in global competition, first all has to know how professional the English Teachers at Madrasah Aliyah in West Lombok are. Since the English Teachers are the ones who will be in charge in reaching its focus in guiding the students to be a professional person.

To be professional, teachers have to possess the four competencies, academic qualifications as educational background in which it must be relevant to the subjects as well they teach and they must possess competencies which are necessary for teaching as clearly stated in government regulation No 14 of 2005 and Government Regulation No 19 of 2005. Teacher professionalism has relevant significance in education in that it affects the role of the teacher and his/her way of teaching (pedagogy), which in return affect the students' ability to learn effectively

Teacher can be defined as the ability to reach students in a meaningful way, developing innovative approach to mandated content while motivating, engaging, and inspiring. Teacher professionalism contains three essential characteristic: competence, performance, and conduct which reflect the educators goals, abilities, and standards, and directly impact the effectiveness of teaching through the development of these qualities.

The English teachers of MA in West Lombok are still looking for the concept of professionalism. When asked whether or not they are professional teachers, they can not give a clear answer. Therefore, it is important to

investigate how professional teachers of MA in west Lombok are.

In general, teachers apply many strategies while teaching learning process. Teachers effectively apply any kind of strategy based on the context and the content of material being discussed. They could apply more than one strategy along one session of teaching in managing, gaining attention, guiding, explaining, and presenting the lesson. The more various and flexible the strategy used by teachers, the more interested the students in teaching learning process. In teaching English as a foreign language, there are some important issues in the content of classroom teaching learning process such as lesson plan, English books, the classroom management, the choice of materials, the use of strategy and so forth. One of the issues which is very influential in today teaching and learning process are needed professional English Teachers.

Based on the background above, the problem can be formulated as follows:

1. What are certified English teachers' perceptions about Teachers' professionalism of Madrasah Aliyah in West Lombok based on four competencies as seen from Government Regulation No. 19 of 2005?
2. How is the quality of Teachers' lesson plan which are developed as preparing before teaching learning process?
3. How are the performance of English teachers in teaching learning process in the classroom?
4. Is there any correlation between teachers' perception about professionalism toward performance teaching and lesson plan toward performance teaching?

REVIEW OF RELATED LITERATURE

a. Perception

Understanding a teacher's perception of his academic performance for a particular subject has been widely accepted as an important step toward

improving the quality of teaching. The reason for this that perception can steer and direct the teachers' own teaching (Boekaerts, 1998 ; Artini, 2010). Research suggests that the relationship between one's self Concept (perception) and one's academic ability is very strong. Boekaerts Further states that perception has a role in improving a set of expectancies towards teaching a particular subject.

b. The Nature of a Profession

Saondi and Suherman (2010) stated that a profession should have these criteria : rely on a specific skill from education, training, or. experience; full time and the main job; it involving personality/morality responsibility in the form of code of ethics; and it has an association. a profession is an occupation which performs a crucial social function. to accomplish this function it requests a considerable degree of skill requires a body of systematic knowledge grounded In theory. This acquisition a body of knowledge and the development of specific skill entails a lengthy period of higher education. The period of education and training involves the process of socialization into professional values. This professional values tends to center on The pre-eminence of essential for the professional to have the freedom or autonomy to make his/her own judgment with regard to appropriate practice. Edgar H. Schein and Diana W. Kommer (as cited Dantes, 2011 : 4) stated that a profession are a set of occupation that have developed a vary special set of norms deriving from their special role in society

c. The Nature of a Professional

James M. Cooper ,(1990: 26) stated that a professional is a person who possesses some specialized knowledge and skill, can weigh alternatives, and can select from among a number of potentially productive actions one that is particularly appropriate in a given situation. To be professional, teacher have to possess the four competencies, academic qualifications of bachelor (S1/D4) as well

as educational background in which it must be relevant to the subject they teach and they must possess competencies which are necessary for teaching as clearly stated in Government regulation No 14 of 2005.

Act No. 20 (2003) stated that as a professional educator has to: planning, implementation, and evaluation in teaching-learning process; do assistances and training; do research and society empowerment.

Act No. 14 (2005) stated that professional is a work or activity that done by someone that can be the source of his/her income, need a skill, expertise, or ability that fulfill standard of quality, and need a professional education.

d. The Nature of a Professionalism

Pratte and Rury (1991) defined professionalism as "an idea to which individual and occupational groups aspire, in order to distinguish themselves from other workers." The prestigious status that the expert professional enjoy is based on the following characteristic of a profession: (1) a distinctive body of knowledge; (2) the membership control; and (3) the commitment to welfare of the client.

1. Pedagogy Competency

Government regulation No. 19 (2005) explained that pedagogical competency is teachers' ability in managing the students learning Include understanding the students, planning, implementing curriculum, development syllabus, lesson plan, understanding the psychology of education and evaluating the lesson then develop the students in actualizing Their potentialability.

2 Professional Competence.

Act No. 23 (2003) clearly stated that teacher should have professional ability in planning, implementing, and evaluating the lesson. Moreover, Government regulation No. 19 (2005) explained that professional competency is a teachers' ability in mastering the subject widely and deeply so that they are able to guide the students to achieve the defined

standard competencies. One way to know the professional competency of a teacher is from the educational background.

3. Personal Competence

Government regulation No.19 (2005) stated that personality competence is personality that consist of personal of discipline, wisdom, maturity, charisma ,good morality, honest, sportive, stabil and ability to be a good role model for students or society. Hasan (2004) said that personality competency is a set of behaviors that have correlation with the individual skills which they can make an individual to do self-transformation and self understanding.

4 .Social Competency

Government regulation No. 19 (2005) stated that social competency is the teachers' ability in doing social interaction as a part of society in communicating and socializing with the students, teachers, other teachers, students, parents, academic staff and surrounded society. Gupta defined competencies as "knowledge, skills, attitudes, values.

RESEARCH METHODS

This research had been designed in a qualitative research since the objectives of this research are (1) to investigate certified English teachers' perception about teachers' professionalism, (2) the quality of teachers' lesson plan, (3) teachers performance in teaching learning process in the classroom and (4) correlation between teachers' perception about professionalism toward performance teaching and lesson plan toward performance teaching.

a. Research Instrument

The instruments used in this study were qualitative instruments. As Riduwan (2007) said that instrument for collecting data can be in the form of questionnaire, checklist, scale, interview, observation sheets, test, and so on.

Instrument used in this study were: close questionnaire sheets, observation sheets and document sheets refer to teachers' lesson plan. Those instruments were used to discover English teachers' perception, observation sheets refer to teachers' performance in teaching learning process and documentations mainly refers to teachers's preparing or lesson plan at MA (Islamic Boarding school) in WEST LOMBOK.

b. Data Analysis

In this study, the data had been analyzed descriptively. The data obtained from teachers' perception about professionalism, observation refers to performance teaching, and documentation refer to teachers' lesson plan. Data were analysed by finding the average score. The average score come from total score from each involved parties, teachers' perception about teachers' professionalism, lesson plan, teachers' performance. The teachers' perception about professionalism by using perception questionnaires' sheets as the instrument had been conducted to 21 English teachers and had been described qualitative in order to know English teachers perception about professionalism while the result of questionnaire sheets was described quantitatively.

c. Data Result

After the average score obtained, then categorized data by using Candiasa's formula of categorization (2010). Candiasa offered five categories: excellent, good, average, below average, and poor.

FINDINGS AND DISCUSSION

In this study which was conducted at Madrasah aliyah (Islamic Boarding School) West Lombok Regency. All collected data are discussed in more detail. This study is divided into two parts: finding and discussion. In finding, it mostly talks about the collected data and interpretation. There were parts that can be interpreted from collected data. The

finding of collected can be explained as follow;

(i). Teachers' perceptions about professionalism

The result of perceptions from English Teachers by using questionnaire sheets as the instrument had been conducted to the twenty one certified English Teachers in West Lombok Regency. The instrument contained 28 questions where these questions became the guidance for this study to conduct the teachers' perception about teachers' professionalism.

Teachers' professionalism was measured by using questionnaire sheets as the instrument which used likert scale where data was used by the following formula:

$$M_i = \frac{1}{2} (\text{Maximum Score} + \text{Minimum Score})$$
$$S_{di} = \frac{1}{6} (\text{Maximum score} - \text{Minimum score})$$

The measurement of X^- was categorized as **good where 93.33 ≤ 100.6 < 112**. It means that the perception of English teachers about professionalism were good/ agree that Teachers' professionalism have possessive four competencies.

(ii) Results of analyzing about teachers' lesson plan

Based on the English teachers' lesson plan developed by twenty one English teachers in west Lombok Regency were differ. In analyzing the teachers' lesson plan in this study were used the form of lesson plan sheets as instruments which used likert scale where data was used by the following formula:

The measurement of Lesson Plan was categorized as good where **76 ≤ 86.47 < 90**. It means that lesson plan were developed/ designed by English teachers were good

This study shown that teachers' lesson plan at MA (Islamic Boarding School) in West Lombok. The finding came to the result of observers' analysis from teachers' lesson plan .There were some criteria that need to be fulfilled in order to a professional teacher. In another

word, a professional teacher is able to design and prepair lesson plan.

(iii) The result of observation in performance teaching

The average score of Performance Teaching was 85.47. Based on the formula that taken from Candiasa (2010)

The measuments of X^- (the average score of performance teaching) was categorized as good where **83.33 ≤ 86.47 < 100**. It means that performance teaching were good during the implementation of teaching learning process.

(iv) The result of calculating correlation between perception of certified English teachers about professionalism, teachers' lesson plan, and performance teaching

Based on the result of analyzing by using multiple regression linear testing, the F value of test = 17.41 was higher than Ft (t table) of F = 17.41 > Ft 3.55 while Tt (0.05; 1) = 3.55 and Tt (0.01) = 8.01. It means that value of F < t test so that the H^0 in this study was rejected and H_i was accepted. The result of analysis concludes that assumptions there was significant the English teachers' lesson plan toward performance teaching , perception of English teachers toward performance teaching. Since H_i was accepted so there was correlation or relevant between teachers' lesson plan and perception of English teachers toward performance teaching. It indicated that there is close relevant between lesson plan, perception and performance teaching.

DISCUSSION

In this study, the data had been analyzed descriptively. The data obtained from teachers' perception about professionalism, documentation refer to teachers' lesson plan , observation refers to performance teaching. Teachers' professionalism was analyzed by finding the average score. The average score came from total score to 21 certified English teachers. This study was about qualitative research which came from

finding were discussed in this section. This study, which was talked about teachers' professionalism, the researcher started from the first step, *identifying the perception of English teachers about professionalism that consists of 4 competencies of professionalism separately*. Then it was continued with *lesson plan analysis, performance teaching and correlation between teachers' perception toward performance teaching, lesson plan toward performance teaching, relative contribution toward performance teaching, and the last is relative contribution toward performance teaching, and effective contribution toward performance teaching*.

a. Teachers' Perception about Professionalism

As explained previously, the very first thing in analyzing perception on certified English teachers about professionalism was identified perception of English teachers about professionalism where these would be used in consideration of analyzing teachers' perception about professionalism. Identifying about professionalism by the researcher was also conducted by previous researcher as lectures' professionalism. He was Helmy Syakh Alam (2012). He identified some professional the lectures based on the standar of Lectures Certification (2011), and the concept of lecturer's based on Lecturers' openion. What the researcher did in this study was differ.

Based on the data gathered in preliminary analysis, the certified English teachers perception about Teachers professionalism were good/agree that they agree to be come teachers' professionalism have possess four competencies: pedagogy competency, professional competency, personality competency, and social competency.

Based on the finding, the best average score for pedagogy competency was material subject design/develop in preparation. It shown that all English Teachers, had the same perpective of the important of material preparation. When the material were prepared , the

classroom run very well also. During the observation English teachers show that they managed the class very well. As Sutjipta (2006) said that techers should understand these aspects; curriculum, syllabus, lesson plan, opening and closing the class, learning-teaching methods, medias and learning sources, and evaluation.

In this study, the highest score for personality competency was the ability in emotional control. The average score for ability in emotional control was 4.05. It meant that all English teachers agreed that ability in emotional control was an important character that should be possessed by professional teachers. Personality competency obviously affected the way students build relationship with teachers.

The highest score for social competency was ability in accepting from other openion, the score was 4.29. According to Government Regulation No.19 (2005), social competency requires teachers to have some abilities, such as good some relationship with students, good relationship with others teachers, good relationship with academic staff, and good relationship with society.

b. The quality of Lesson Plan

Based on the result of analyzing about teachers' lesson plan, there were two kinds of models, they were: characters lesson plan and without character lesson plan. Specialfication, to both lesson plans have own different where the character lesson plan were designed curriculum based on school and without character lesson plan, curriculum based on bases competency. Some make differ on the both terms above were; where the characters' curriculum were contained (a) exploration, (2) elaboration, and (3) confirmation. Which were being in whilts activities.

Lesson plan is a group of subject matters/themes which consists of Standard of Competence, Basic Competence, indicators, purpose of the study, Core learning Material, Learning experiences, teaching aid, Competency achievement Indicators, Time allotment,

and learning sources. In the end of learning the students are hope mastering a set of competency in own self (attitude, skills, knowledge, capability, personality, principles, values, interest, and conviction) passing process of active learning, creative, pleasant and effective that can be used in their future. When making a lesson plan, some factors need to be considered by teachers as proposed by Harmer (2007), they are : Activities, skills, and content. Activities have a vital role in teaching. Teachers must consider what students will be doing in the classroom. The best lessons offer a variety of activities within a class priod. Then, teachers need to make decision about skills the students will develop. This choice is sometimes determined by the syllabus or the course book. The last is content, teachers have to select content which has a good chance of provoking interest and involvement.

c. Performance Teaching

The researcher was started with an observation of the classroom activities on English teaching. The researcher found that the teacher give little enphasis on giving motivation in students' activities. Observation were conducted in the first step. Observer entered to the class at the first priod before teaching learning process to observe the way of teachers teach and investigated the way of teachers teach by using instrument sheet were prepared to fill to gain some data. These methods of data collections and instruments had been implemented in the first step of the procedure explained above that was investigated. During the observation English teachers show that they managed the class very well. Generally, some important thing must be payed attention for the teachers should understand in some aspects; curriculum, syllabus, lesson plan, opening and closing the class, learning-teaching methods, medias and learning sources, and evaluation.

Based on the data gathered in observation, the potency found during the instruction process was students' confessions. Those confession were

supported by almost teacher's confession during observation, these was happened of lacking in providing English text books. The researcher also found that almost students were very active during the instruction process in the class. They were willing to answer some questions given by the teacher. But, these condition could not be found in some several schools. Just a few of the students showed their activeness during the instruction process. Lack of English textbook would be influenced in teaching learning process.

Other problems found during observation were the features provided in the textbook were not appropriate to be taught between lesson plan were developed and textbook. It was followed by others activeties or was continued to another new material which did not have any relationship with the previous text. Another problem found during observation were lack of giving motivation for the students, one of good motivation were taken them in speaking English, attending the class, and opening the class.

Conclusion

This study is aimed to investigate the teachers' professionalism of MA in West Lombok, West Nusa Tenggara. The Teachers' professionalism based on the certified English teachers' perception, lesson plan and Teachers' performance. Teachers' professionalism consist of four competencies; pedagogy competency, professional competency, personality competency, and social competency. Method used in this study was qualitative and it involved collecting qualitative data after quantitative data to explain or follow up on the quantitative data. The reason for the explanatory follow up is to better understand the quantitative result from the first phase of the study. The data were collected through some methods of data collection. The data of Teachers' professionalism based on teachers' perception about teachers' professionalism were collected from the questionnaire sheets, lesson plan were used ability in designing lesson plan as instrument and teachers' performance used teachers' ability teach in teaching-

learning process in the classroom as instrument. The questionnaires were given to twenty one English Teachers as respondents. The result of this study revealed that English Teachers of MA in west Lombok have requested the criteria of English Teachers' professionalism. Especially, the category of each competency as follows: pedagogy competency, personality competency, social competency was categorized as **good**, and professional competency was categorized as **average**. Meanwhile, the result of analyzing of; (1) Teachers' perception was categorized as **good**, (2) lesson plan was categorized as **good**, and (3) teacher' performance were categorized as **good**. (4) The correlation among teachers' perception, lesson plan and teachers' performance were very **significant**

Based on the result above, it can be seen that the data were the F value of 17.41 was higher than Ft (F table) of 3.55, $F = 17.41 > F_t 3.55$. As the result of this testing, hypothesis; H_0 is rejected and H_1 is received. It means that there was significance between teachers' perception toward performance teaching and lesson plan toward performance teaching. Since H_1 was received so, there was correlation between teachers' perception toward performance teaching and lesson plan toward performance teaching. It indicated that there is close relationship among the perception toward performance teaching and lesson plan toward performance teaching.

Suggestion

1 To the English teachers

This study has shown that English teachers of Madrasah Aliyah in West Lombok can be categorized as professional teachers, however, some aspects of the study shown that the certified English teachers had something that is needed to be improved. By improving those aspects, The English teachers will be better prepared in facing the teachers' certification program.

2. To the Institution

This study revealed that some aspects of the English Teachers' professionalism need to be improved. Those aspects were conducted research and social empowerment. Institution may facilitate training or workshop about research and society empowerment so that the Teachers' professionalism of MA in West Lombok will be better.

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