Sustainable Professional Development for Teachers
What is Needed?

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Abstract: The purpose of this study are: 1) Conducting analysis of problems faced by Vocational High School Teachers majors Office administration in Central Java province. 2) Conduct a needs analysis of the development activities of Sustainable Professional Development for Vocational High Schools Teachers majors Office administration in Central Java Province. This research uses qualitative method with case study research approach. The research was conducted in Central Java Province with research population that is Teacher of Vocational High School majors Office Administration. Sample selection technique using purposive sampling. Data retrieval techniques in this study include in-depth interviews, Focus Group Discussions (FGD), and document studies. The results of this study are 1) Found some problems experienced by research subjects i.e. Lack of professional competence, lack of pedagogic competence, lack of mastery of IT, too much teaching load, the number of additional tasks and the lack of training. 2) The main needs of research subjects to develop their competence, among others: Increased involvement in training and competency improvement activities both professional and pedagogic, Capacity building on writing scientific papers, Training on scientific publication techniques in scientific seminars or journals.

1   INTRODUCTION

One component contributing considerably to the implementation of education system is Teacher. Teacher is the spearhead interacting directly with education subject, students. (Brown, 2004) states that the most impressive thing to the students during attending learning process is how the teacher teaches. Teacher's guide and knowledge also affect the students in determining their future (Pereira, 2005).

Law Number 14 of 2015 about Teacher and Lecturer explains that Teacher is a professional educator in charge of primarily educating, teaching, guiding, directing, training, assessing, and evaluating the student. To meet the challenge of more developed age, education should be filled in with teachers attempting to develop themselves continuously according to time development.

To achieve this, teacher needs sustainable professional training and development (Shulman and Shulman, 2004). Sustainable Teacher Professionalism Development gives benefit in the form of teacher's competency and knowledge reform according to time development.

In the attempt of improving education quality, government has taken some measures to develop teacher's competency and professionalism, through upgrading, training, education strata improvement, and education certification. In the attempt of measuring and mapping teacher`s professional and pedagogic competencies, government organizes Teacher Competency Test. Teacher's competency as a comprehensive combination of personal, scholar, technology, social, and spiritual competencies creating teachers' standard professional competency including material mastery, understanding on students, educative learning, personal and professionalism development (Rahman, Jumani, Akhter, and Chisthi, 2011).

The result of UKG in the period of 2015 shows mean national score of 56.69. The highest score (67.02) was achieved by Daerah Istimewa Yogyakarta (DIY) Province, followed with Central Java Province (63.30). Considering the result of UKG, although Central Java occupies the second rank but the mean score obtained was still low. About 42

percents of teachers participating in UKG obtain score below 44. Out of 42 percents, 831 are teachers at Vocational Middle School (SMK) level. Thus, the teachers obtaining score below standard will attend education and training as the follow-up; it means that 831 SMK teachers in Central Java, either private or public, have not been qualified to be professional teachers yet.

(Suyidno and Yamin, 2013) in their study showed that the factors causing the low score of UKG are among others: poor mastery of computer skill, poor material mastery inadequate preparation/ socialization, limited examination time, unclear question editorial, low learning willingness and science updating. Considering the preliminary study conducted by author, most teachers obtaining low score of UKG are senior ones or the almost-retired ones. Those teachers conduct self-development and scholarship development rarely in daily chores, thereby leading the teachers to perform less optimally in learning activity and there is no improvement of teacher competency.

Considering the reality that many teachers of Vocational Middle Schools in Central Java Province, either public or private, unqualified to be professional teachers, the objectives of research were: 1) to analyze the problems the Teacher of Office Administration Specialty of Vocational Middle School face in Central Java province, 2) to analyze the need for Sustainable Professionalism Development activity for Teacher of Office Administration Specialty of Vocational Middle School in Central Java Province.

2 METHOD

The research method is needed to collect and to analyze data in order to achieve the objective of research. This research employed a qualitative research with case study approach. The qualitative research method was selected because the author aims to explore the data of research subject really and based on the problem they encounter. (Creswell, 2012) suggests, a qualitative research is the methods exploring and understanding meaning by a number of individuals or a group of individuals considered as coming from social or humanity problems.

Case study approach was selected because this research departs from the problems occurring about the low competency of Vocational Middle Schools teachers for Office Administration specialty in Central Java province as reflected on the low gain of UKG score. The background is in line with the

essence of case study approach. (Creswell, 2012) states that case study is a research strategy in which the author investigates precisely a program, event, activity, process, or a group of individuals.

The data of case study research is usually broad and represents much information in limited system (Creswell, 2012). The data of current research was limited to the teachers of Office Administration Specialty of Vocational Middle School's need for Sustainable Professionalism Development as the attempt of improving competency.

This research was conducted in Central Java province with the teachers of Office Administration Specialty of Vocational Middle School in Central Java Province being the population of research. The sampling technique used was purposive sampling one. Sugiyono (2012: 126) explains that purposive sampling technique is the sampling technique with certain consideration. The sample of research consisted of Chairperson of Subject Teacher Discussion (thereafter called MGMP) for Office Administration Specialty of Vocational Middle Schools in Central Java Province, 2 (two) representatives of MGMP for Office Administration Specialty of Vocational Middle Schools from Cilacap Regency, 2 (two) from Karanganyar Regency, 1 (one) from Surakarta City, 2 (two) from Klaten, 2 (two) from Blora, 2 (two) from Boyolali, 2 (two) from Grobogan Regency and 1 (one) lecturer of Office Administration Education and practitioner of Sustainable Professionalism Development all at once.

Techniques of collecting data used were in-depth interview, Focus Group Discussions (FGD), and document study. Semi-structured interview was conducted with each subject of research to explore the necessary data corresponding to the subject's perspective. FGD was conducted to give discussion room to the subject of research thereby will combine the necessary data from various perspectives. Document study was conducted by conducting relevant theoretical study, previous studies, and relevant legislation source study. Data validation was carried out using source and method triangulations.

3 RESULTS AND DISCUSSION

3.1 The Problems the Teachers of Office Administration Specialty of Vocational Middle School Face in Central Java

Considering the result of in-depth interview with the sample office administration teachers throughout central Java, the primary problems faced by the subject of research were found as follows:

3.1.1 Poor Professional Competency

The low professional competency still becomes the constraint the subject of research faces. It reflects on the material mastery and the ability of working on the UKG questions for professionalism competency. The main factor causing the teachers' low Self-Development in their professional competency is teachers' limitation in doing and accessing various self-development activities. The limitation is due to so many teaching burdens and other tasks thereby taking teachers' time to develop their competency. In addition, limited infrastructure and good training held by school or other parties make the teachers find difficulty in developing their professionalism competency.

3.1.2 Poor Pedagogic Competency

Just like professional competency, this research also finds that pedagogic competency of research subject is still low. It is due to primarily the teachers' limited time for self-development due to workload so that they have inadequate time to attend the activities that can improve their pedagogic competency. Considering the result of in-depth interview, the subjects of research still have limited ability of reforming knowledge (science). The subjects of research seem to be satisfied with the knowledge they have currently so that their competency tends to be stagnant and to develop difficultly.

3.1.3 Poor IT Mastery

The mastery of IT, particularly computer and internet is the problem most commonly found in the subjects of research. Limited infrastructure and access to self-development and willingness to learn inhibit the mastery of IT among the teachers. The poor mastery of IT highly affects the ability of developing other

competency, because nearly all learning sources can be accessed online now.

3.1.4 Too Many Teaching Burdens

The demand for teachers to teach 24 hours a week in order to obtain professional benefit is considered as fairly incriminating. On average, teachers teach 5-6 lesson hours a day. As a result, the preparation of learning set from pre-learning, implementation to evaluation is very considerable. This condition highly impacts on the limited time available for self-development.

3.1.5 So Many Additional Tasks

In addition to teaching task, teachers are also imposed with additional inherent tasks from either school or out of school. Those tasks are generally in the form of delegation of responsibility for certain activity or school organization structure. The tasks are considered as too incriminating as it takes much time. As a result, self-development time is reduced.

3.1.6 Limited Training

This research finds that so far teachers attend training very minimally. Inadequate and limited information disable the teachers to attend the training existing so far. The school's inadequate role in encouraging its teachers to attend the training leads to teachers' low participation in capacity improving activity as well.

3.2 Professionalism Development Conducted by MGMP of Office Administration Teachers in Central Java

The need for Sustainable Professionalism Development activity is adjusted with the problems encountered and the teachers' primary need. Considering the result of in-depth interview and FGD, it can be found that competency development conducted so far by teachers is less comprehensive and less target-appropriate. In addition, the limited competency development activity also increasingly inhibits teachers' competency development.

The forms of competency development conducted so far are:

3.2.1 Classroom Action Research (CAR) Training

CAR training has been conducted so far by Subject Teacher Discussion (MGMP) team of Office Administration-Vocational Middle School in Central Java Province. This training is intended to develop teacher's ability in the term of CAR. This research has limitation as it was conducted incomprehensively and not-sustainably so that the material delivered is less appropriate to the subject matter.

3.2.2 Self-Development Training (Short Course) (Discussion and Question Development)

Training has been held by MGMP in less structured form so far. The training is held only in concomitance with routine meeting. The training activity does not focus on the problem but is based on only the cases the teachers face at that time. Thus, it cannot solve the fundamental problems the teachers face.

3.2.3 Sharing Simple Work Product in MGMP Forum

The form of teachers' self-development conducted through MGMP forum is work product exchange. The work product can be Office Administration learning method, media or model disseminated to the members of MGMP. The limitation of this activity is that it is not compensated with knowledge exchange and how to prepare it so that teachers tend to receive it passively without knowing how to prepare it.

3.3 The Need for Office Administration Teacher's Professionalism Development in Central Java

To address the teachers' problem and need mapped, data exploration was conducted concerning the teachers' primary need for improving competency and professionalism sustainably. The results of in-depth interview and FGD about teachers' primary need are:

3.3.1 Training of Discussing Module to be used in UKG

Considering the result of FGD, it can be found that most teachers find difficulty in working on the problems in UKG. Module discussion is very desirable to give them better knowledge about how to work on the problems of UKG. In addition, the

introduction of latest UKG module is teachers' primary need as well.

3.3.2 Workshop of Video-Based Teaching-Learning Process Media Development

Considering the result of in-depth interview and FGD, teachers actually have a strong will to master various techniques of developing a variety of learning sets including media, method, and etc. They highly need those developing techniques. Training about the preparation of learning set is very desirable.

3.3.3 Sharing Knowledge either Online or Face-to-face, and etc.

Teachers also need to share knowledge with their peer. Such the need is based on the limited interaction occurring between fellow teachers of Office Administration. The limitation of MGMP forum is one factor leading to the low knowledge sharing between teachers. Thus, the development of forums or media, either online or offline, to share knowledge is needed by teachers today.

So far, teachers of Office Administration for Vocational Middle Schools in Central Java have not gotten solution yet based on the problems they face. The activities are conducted so far not based on real problem and incomprehensively. Need analysis conducted in this research gives a real representation that teachers actually need the development of various competencies, particularly professional and pedagogic. Competency development based on teacher need is expected to be target-appropriate and the end result is the teachers' improved competency and professionalism.

3.4 Discussion

The results of this study show that the need for professional development of teachers has not been done effectively. Development of teacher competence is needed in improving teacher performance in learning activities. The development of teacher competence should be done according to the needs of the teacher. (Bertschy, Künzli, and Lehmann, 2013) In his research mentioned that there are several ways in improving the competence of teachers, the ways are tailored to the characteristics of teachers.

The development of teacher competence must also be based on the development of the times and adjust to the current needs. (Celik, 2011) In his research mentioned that the improvement of teacher competence will have an impact on teacher

performance in classroom learning. The results of this study are in line with the findings of this research is the development of Vocational Midle School teacher competence in the province of Central Java is very necessary because during this low competence greatly affect the performance of teachers over the years.

The development of teacher training model that suits the needs of teachers needs to be further developed so that teachers get training on competence improvement that really suits their needs (Shukla, 2014). This study produces a real need for teachers in competency development. A good needs analysis based on real conditions in the field will result

4 CONCLUSIONS

The main problems the teachers of Office Administration face in Central Java are poor professional competency, poor pedagogic competency, poor IT mastery, too many teaching burdens, so many Additional Tasks, and limited training. Those problems are the factors leading to the low competency and professionalism as reflected on the low score of UKG.

The professionalism development of Office Administration teachers in Central Java initiated by MGMP has not been able to solve the problems faced. Professionalism development has not been done in structured and planned manner, and it is not based on the real problems faced. The form of professionalism development initiated by MGMP includes: Classroom Action Research (CAR) training, Self-Development Training (short course) (Discussion and Question/problem Development), and sharing simple work product in MGMP forum.

Considering the analysis on problems faced by Office Administration teachers in Central Java, it can be found that the teachers' primary need is professionalism development and competency in module discussion training to be used for UKG, Workshop of media development and sharing knowledge either online or face-to-face, and etc. The sustainable professionalism development based on need and real problem is expected to solve the problems the teachers face, thereby improving their competency and professionalism as indicated with the increased score of UKG.

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