

# Increasing Primary School Teacher's Professionalism through Professional Teacher Education (PPG) Program to Create Child-Friendly Schools as Viewed from Autonomy, Commitment, and Self-Development

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**Abstract**—Improving teacher's professionalism to create Child-Friendly Schools plays a very important role. One way to upgrade this ability is through Professional Teacher Education (PPG) program. The objective of this research is to measure the level of effectiveness of the program to increase teacher's professionalism in order to create Child-Friendly Schools and to find determinants for the program effectiveness, namely, teacher's commitment, autonomy, and self-development. The research obtained data from 31 teacher participants of the program. This research is the inferential quantitative research. The data collection was done by a scoring scale consisting of 23 items already tested valid and reliable. Data processing used SPSS version 20. This research revealed that the level of effectiveness of the PPG program, which was administered by Rayon 112 State University of Semarang in the effort of improving the teachers' professionalism to create Child-Friendly Schools, was at the high level; and two models of internal factors were also found, i.e., (1) self-development and (2) teachers' autonomy at the same time. Teacher's commitment, however, was excluded from the model.

**Keywords** professionalism, ppg, personal development, commitment, teacher's autonomy.

## I. INTRODUCTION

Teachers as professionals have an important function, role, and status in accomplishing the educational vision 2025, that is, to create Indonesian persons who are intelligent and competitive. Teacher's profession, therefore, must be respected and developed into a respectable profession as stipulated in Law Number 14, 2005 about teachers and lecturers. The consequence of teaching being a profession is the continuing professional development and therefore, should be performed on the basis of the Regulation of the State Minister for the Empowerment of State Apparatus and Bureaucracy Reform Number 16, 2009. [1] In Chapter 1 Article 5 it is stated that the Continuous Professional Development is the development of teacher's competencies to be performed according to needs, in stages, continuously to increase their professionalism. The competencies include (1) pedagogic, (2) professional, (3) personality, and social competencies. Teachers are the only important factor to create

effective children-friendly schools [2]. Further, one out of ten teacher's strategic roles is to have an opportunity to grow and develop professional skills in order that students may achieve desired learning outcomes. One way to increase teacher's professionalism is by education and training. There is an Education and Training Institute (Diklat) is one form of activities of personal development strategic programs, because its programs are always related with the problems of values, norms, and individual and group behaviors. The programs are always planned for specific objectives, such as personal development, professional development, problem solving, remedial actions, motivation, mobility enhancement, and safety of organizational membership. The general objective of teacher's education and training is to achieve specific skills needed by teachers in the implementation of their school duties. The education and training is conducted nationally in the form of Teacher's Profession Education and Training (PPG). PPG is one of the government's programs which is meant to give an assurance for the fulfillment of teacher's competence standards, which are (1) pedagogic, (2) professional, (3) personality, and (4) social competencies. PPG is a system for certification in the form of trainings which are administered by Education and Training Institute Areas to facilitate the fulfillment of teacher's competency standards as certification participants. PPG's learning load is as much as 90 hours and is conducted in classes and workshops using an active, innovative, creative, and enjoyable learning approach (Joy full learning). With the existence of the teacher's certification through the PPG, it is expected that teachers as educators possess appropriate and useful competencies to upgrade their quality of effective learning including the creation of child-friendly schools.

The execution of Teacher's Certification serves as the implementation of Law Number 14, 2005 on Teachers and Lecturers. Many surveys given to post-certification teachers indicate a weakness on professional and pedagogic competencies [3]. The cause of the problem is, among others, due to the teachers' misunderstanding of the PPG, which is only to get a certificate as professional educators. In addition, the PPG curriculum is not yet able to tackle problems in and weaknesses of the teachers' competencies. Due to the existing

weaknesses, improvements in the implementation of the teacher's certification have been continuously made in order to obtain a better result [4]. The improvements mentioned are partly on the implementation mechanism and the participant screening process. The decision for the participant candidates this year remains to be based on the minimal score of teacher's competency test, which was administered in 2015. Its ranking process was done by a system which was integrated in the education database and published online.

Area 112 Universitas Negeri Semarang (State University of Semarang) in 2017 conducted 6 phases (each phase consisted of 6 classes) for Elementary School teachers. As explained above, the problem of this research is to find out the level of effectiveness of PPG implemented by Area 112 Universitas Negeri Semarang in upgrading the teachers' professionalism to create children-friendly schools. Considering the many factors affecting teacher's competency and professionalism as a measure of PPG success [5] in its education and training management, one determining factor should be identified. This study is limited to the teachers' internal factors, namely, (1) commitment, (2) teachers' autonomy, and (3) personal development. Which one among such factors as commitment (X1), teacher's autonomy (X2) and (3) personal development (X3) becomes the determinant of teacher's professionalism through PPG?

The objective of this research is to describe the level of PPG effectiveness, the one implemented by Area 112 Universitas Negeri Semarang in the effort of upgrading teacher's professionalism in order to create Children-Friendly Schools and to find out a model which affects teacher's internal factor, which in this research are commitment (X1), teachers' autonomy (X2) and (3) personal development (X3) which are supposedly determinants for the effectiveness of PPG in increasing teacher's professionalism in order to create Children-Friendly Schools. The result of this study would be very useful for the administrators, especially in developing the quality of supervision of the research-based education and training (PPG).

The rest of this paper is organized as follow: Section II describes proposed research method. Section III presents the obtained results and following by discussion. Finally, Section V concludes this work.

## II. PROPOSED METHOD

This research was conducted on the basis of the PPG alumni's evaluation in the Area 112 Universitas Negeri Semarang in 2017. In the first phase, one class of the Elementary School Class Teachers comprising 6 classes was chosen randomly as a sample. The class consisted of 31 participants. Based on the second problem stated, this research belongs to the inferential quantitative research. The quantitative research reveals a relationship between two or more variables which can describe phenomena and which examines the effect of variable X1 (Autonomy), X2 (Commitment), and X3 (Personal Development) over Y (Effectiveness of PPG in increasing teacher's professionalism in order to create Children-Friendly Schools) and then find out the three determining variables. This research was done in Semester 1 2017/2018.

Statistical Hypothesis –In the ordinal scale, the variable Y, which is the effectiveness of PPG in uplifting teacher's

professionalism in order to create Children-Friendly Schools, there is a dominant level in the four categories: low, medium, high, and very high. Among the three independent variables, there is a determinant which affects positively and significantly on the effectiveness of the PPG. In other words, the regression coefficient of the determinant predictor ( $b_1$ ) is positive and significant. The statistical hypothesis proposed are:

H0:  $b_1 = 0$  (there is no effect of the determinant on the effectiveness of PPG in improving teacher's professionalism to create Children-Friendly Schools).

H1:  $b_1 \neq 0$  (there is an effect of the determinant on the effectiveness of PPG in improving teacher's professionalism to create Children-Friendly Schools).

The impact of the found predictor both singly and doubly can be identified by looking at the value of  $b$  in the determinant. In addition, the significance of value of  $b$  will be tested by the t-test. The significance of  $T$  can be seen by its value. If  $b$  is positive, and  $t$  is significant at the error level less than 0.05, the hypothesis (H1) will be accepted.

Instruments and Method of Data Analysis –The research data is quantitative in the form of figures. The ordinal data takes the form of category and or level. The ordinal scale used in this research is the Likert scale, which consists of statements and answers such as low, medium, high, and very high depending on the objective of the measurement. The data was collected by way of self-rating scale consisting of 23 items, which were proven valid and reliable. The validity score 0.325 to 0.809 was obtained by reliability index of Cronbach Alpha = 0.906. Data in each variable were analyzed by the frequency distribution after fulfilling the normality and homogeneity requirement, and then analyzed by the analysis the multiple linear regression using Stepwise Model. After that, the researcher developed a relationship model (causal model). The affecting patterns of independent variables (determinants) on dependent variables, that is, the effectiveness of PPG in upscaling teachers' professionalism in order to create Children-Friendly Schools would be tested by F test at the level 0.05. The calculation was done by using SPSS version 24 program. In the model testing, the determinant coefficient of the independent variables towards dependent variables was calculated. In the model testing, the determinant coefficient of the independent variables towards dependent variables was also calculated. The result of the calculation of the three determinant coefficients in this research towards the dependent variables was  $R^2$  adjusted coefficient. If the significance of  $r$  is less than or equal to 0.05, the model is proven to be significant, because X1-3 (chosen) affects Y, as much as  $R^2$  adjusted coefficient.

## III. RESULTS AND DISCUSSION

### A. Description of the variables

After the data were collected by use of the self-rating scale, which consists of 23 items for the PPG teacher alumni, they then were analyzed descriptively using the SPSS for windows version 24 program. The result is in Table I below.

TABLE I. STATISTICAL INDEX FOR RESEARCH VARIABLES

Variables	Mean	Med.	Sd.	Min.	Max
X <sub>1</sub> Teachers' Commitment	2.9677	3.0000	.31452	2.00	4.00
X <sub>2</sub> Teachers' Autonomy	3.0323	3.0000	.40693	2.00	4.00
X <sub>3</sub> Teachers' Personality Dev't	3.0000	3.0000	.68313	1.00	4.00
Y Effectiveness of PPG	2.8387	3.0000	.37388	2.00	3.00

Based on the result of the analysis as presented in Table 1, most of the respondents (alumni/ teacher participants of PPG) gave a high score on their Commitment (X1) and Autonomy (X2), while Personal Development (X3) is at the high score, tending to the very high level. In addition, they scored high in the effectiveness of PPG in upscaling teacher's professionalism to create Children-Friendly Schools.

*How effective is the PPG to increase teachers' professionalism in creating Children-Friendly Schools?*

Related to the first problem, that is, the extent to which the PPG is effective in increasing teachers' professionalism to create Children-Friendly Schools (Y), Table II below shows the Frequency Distribution of PPG Effectiveness variable.

TABLE II. FREQUENCY DISTRIBUTION OF PPG EFFECTIVENESS VARIABLE.

Category	Frequency	Percent	Cummulative Percent
1. Low	0	0	0
2. Medium	5	16.1	16.10
3. High	26	83.9	100
4. Very High	0	0	100
Total	31	100	

Although there is no pre-PPG data on the effectiveness of PPG (Y), it can be predicted by observing the size of the Mean and Median as well as the distribution of frequency of each level of variables Y. Considering the Mean = 2.8387 and the Median = 3.00 with the distribution as shown in Table 2, it can be concluded that the effectiveness of PPG is at the high level (almost 84%). It is therefore reasonable to deny the impression about the low level of the teachers' post-PPG competency in 2015 as well as the complaints on the low level of the teachers' pre-PPG competence.

**B. Hypothesis Test**

The next analysis was to know whether among the three independent variables (X1-3) there is one variable which becomes a determinant for the effectiveness of PPG in increasing teachers' professionalism to create Children-Friendly Schools (Y). If it is true, how many models there are, and how big is their effect? The result of the hypothesis test using the regression analysis of the Stepwise model is shown in Table III below.

TABLE III. MODEL SUMMARY OF THE EFFECT OF THE DETERMINANTSON PPG EFFECTIVENESS

Model	R	R Square	Adjusted R Square	Std. Error
1	.522 <sup>a</sup>	.273	.247	.32434
2	.633 <sup>b</sup>	.401	.358	.29945

a. Predictors: (Constant), Personal Development

b. Predictors: (Constant), Personal Development, Autonomy

Based on the result of the hypothesis test by the regression analysis as presented in Table 3, only two models were found: Model 1 Teacher's Personal Development (X3) affected PPG effectiveness in increasing teacher's professionalism to create Children-Friendly Schools (Y): R obtained = 0.522 and Adjusted R Square = 0.247 or 24.70%. Model 2 Personal Development (X3) and Autonomy (X1) affected PPG Effectiveness in increasing teacher's professionalism to create Children-Friendly Schools (Y): R obtained = 0.633 and Adjusted R Square = 0.358 or 35.80%. With the inclusion of Autonomy (X1) in the model, there was an increase of 11.10%. Therefore, the hypothesis which says that there is a determinant for the Effectiveness of PPG in increasing teacher's professionalism to create Children-Friendly Schools has been supported by data. In order to decide whether the model is significant, Table IV can be examined.

TABLE IV. ANOVA: THE EFFECT OF THE DETERMINANTS ON TEACHERS' PROFESSIONAL COMPETENCE

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1.143	1	1.143	10.864	.003 <sup>b</sup>
Residual	3.051	29	.105		
Total	4.194	30			
Regression	1.683	2	.841	9.383	.001 <sup>c</sup>
Residual	2.511	28	.090		
Total	4.194	30			

a. Dependent Variable: Effectiveness of PPG in teachers' professional development

b. Predictors: (Constant), Personal Development

c. Predictors: (Constant), Personal Development, Autonomy

Based on Table 4 Anova above, only two models are apparently acquired: Model 1 Teacher's Personal Development (X3) affected the Effectiveness of PPG in increasing teacher's professionalism to create Children-Friendly Schools (Y): F obtained = 10.864 with the significance level = 0.003. Model 2 Personal Development (X3) and Teacher's Autonomy (X1) affected the Effectiveness of PPG in increasing teacher's professionalism to create Children-Friendly Schools (Y): F obtained = 9.383 with the significance level = 0.001. To sum up, the hypothesis which states that there is an effect of the determinant on the effectiveness of PPG in increasing teacher's professionalism to

create Children-Friendly Schools was supported by data: there are two models: Model 1 Teacher's Personal Development (X3) affected the Effectiveness of PPG in increasing teacher's professionalism to create Children-Friendly Schools (Y) as much as 24.70%. Model 2 Teacher's Personal Development (X3) and Autonomy (X1) affected the Effectiveness of PPG in increasing teacher's professionalism to create Children-Friendly Schools as much as 35.80%. The commitment variable was excluded from the model, because it was not affecting the Effectiveness of PPG in increasing teacher's professionalism to create Children-Friendly Schools (Y) is supported by data.

#### IV. DISCUSSION

Commitment is a strong relationship between individuals and institutions which is identified by their participation in the businesses or organizations [6]. Commitment as a sense of belonging and is part of organizations, which already have relation with personal characteristics, personal structure, and work experiences. A high commitment of each individual can be identified from his or her involvement in the organization and the comfortable feeling as a member of the organization [7]. In education, the teacher's commitment is seen in the teacher's psychological bond with the organization or school. Based on the result of the descriptive analysis as presented in Table 1, most of the respondents (alumni/teacher participants of PPG) gave a high score on their commitment (X1), so that those teachers who were highly committed to their schools would involve themselves deeply in the educational activities in their schools and enjoyed the activities in the schools. The teachers' involvement in the objectives and values of the schools was based on their psychological ties between the teachers and the school values (sense of belonging and being part of it). The strong connection between the teachers and their schools was identified by their participation in the school activities. The teachers' mind was focused on their duties and efforts by trying continuously to achieve maximum results. A teacher who has a high commitment is one who is faithful or keeping his or her promises to make progress in the school under his or her leadership; their mind is always tied to the school; they always use efficient resources and always try to get optimal results using minimal amount of resources. The organizational commitment is a condition which is felt by employees which can create positive and strong behavior towards their work organization to whom they belong. Williams, et al. [8] argued that the organizational commitment is seen in one's high frequency of appearances and the individual bond to the organization he or she is in. The characteristics of the organizational commitment among others are: loyalty to organization, willingness to use efforts on behalf of the organization, fitness between one's objective and organizational objective, and a desire to become a member of organization. According to Charles O'Reilly [9] Organizational commitment is generally understood as an individual's psychological tie to the organization including work involvement, faithfulness, and trust on the organizational values.

Teacher's autonomy may be defined as the extent to which a teacher makes independent educational decisions [10]. Teacher autonomy was defined as consisting of general autonomy (e.g., classroom standards of behavior and on-the-job decision making) and curriculum autonomy (e.g., planning and implementing curriculum) [11]. In Montgomery and

Prawitz study [12], teachers perceived themselves to be engaged in autonomous decision making, a finding that suggests that teachers view themselves as professionals. Teachers who hold some degree of independent decision making (i.e., autonomy) are believed to be professionals who make justifiable and meaningful educational decisions. Autonomy is an essential component to the profession of teaching [13]. Some researchers have sought to determine how autonomy is incorporated into professionalism [11]. Based on the result of the descriptive analysis as shown in Table 1, most of the respondents (alumni/teacher participants of PPG) gave a high and even very high assessment on autonomy (X2).

Teacher's personal development is an effort to upgrade professionalism in order to possess appropriate competencies in harmony with the regulations and laws, in such that teachers may perform their main duties in teaching and guiding, including additional duties, relevant to the school functions [14]. The activities in the personal development comprise the education and training and collective teacher's activities to obtain and or increase teaching profession competence, which includes: pedagogic, personality, social, and professional competencies as stipulated in the Law Number 20, 2003 about the National System of Education. The activities in the personal development are performed by teachers in order to increase competencies and professionalism.

There are two kinds of activities in the personal development: Functional Education and Training and Collective Activities. The functional education and training is the teacher's activities in participating in the education or trainings, while the teacher's collective activities are those in participating in the scientific meetings or group activities with the aim of achieving the standards or even above standards of professional competencies as stipulated. The collective activities include: (1) workshops or teacher's group activities to make groupings of curriculum and or teaching methods, (2) being a discussant or participant in a seminar, colloquium, panel discussion, or other forms of academic meetings, and (3) other collective activities appropriate with teacher's tasks and duties.

Based on the result of the descriptive analysis as presented in Table 1, most of the respondents (alumni/teacher participants of PPG) gave a high and very high score to the personal development (X3). In the Government Regulation Number 19, 2005 on the National Standard of Education (NSE), Chapter 28 Article 3, it is stated that a teacher as a learning agent is obligated to possess personality, pedagogic, professional, and social competencies. This research has succeeded in finding out that the PPG Area 112 State University of Semarang (UNNES) was effective in the Professional Development of teachers. The teachers' achievement or the effectiveness of their professional development is at the high level. The result of a research by [15] indicated that out of the seven components of teacher's professionalism which have a big effect are education and training. This finding agrees with the result of this study, because it is surely logical that Professional Teacher Program (PPG) is the effective way for the teacher's professional development. Why is that? The result of a study Gufran in [16] indicated that the implementation of PPG in the Province of NTB revealed that the relevance of the curriculum, quality of instructors, means and supporting infrastructures, selecting

learning groups, process of teaching and learning, and evaluation system of PPG implementation was in good category. Meanwhile, Agung, A. G. [17] found that the teacher's perception (81.81%) on the development of professionalism was positive on the importance of sustainable teacher's professional development; probably the same thing happened in Area 112 Unnes.

This research found that the determinant variable on the effectiveness of PPG in upscaling the teachers' professionalism in order to create Children-Friendly Schools has resulted in two models. Model 1, the Teacher's Personal Development (X3), gave an effect on the Effectiveness of PPG (Y) as much as 24.70%. Model 2, the Teacher's Personal Development (X3) and Autonomy (X1) affected the Effectiveness of PPG in increasing the teachers' professionalism in order to create Children-Friendly Schools as much as 35.80%. The teacher's personal development which includes functional education and training and the collective activities becomes the determinant of the Effectiveness of PPG. This finding agrees with the study [18] in upgrading teacher's professionalism, the school facilitated development of various kinds of training programs, such as seminars, workshops, upgradings, and the like. Further, in increasing teacher's professionalism according to [19] such programs can be implemented through in-service training. Education and training programs are one effort to increase teacher's professionalism [20]. However, such programs have not yet given assurance that teachers who participated would become sustainable professional teachers. Its constraints are that learning independence was not constantly made as expected. This fact can at least be seen in the findings, that (1) the teacher's ability in managing learning activities including time management, strategies, and place to do learning activities such as reading, summarizing, and making notes is not adequately organized, planned, and programmed well enough; (2) teaching responsibility factor including teacher's ability to assess activities, to tackle problems, and measuring ability obtained from learning is very low. It was indicated by the practice of copy-pasting, having somebody else deliver assignments, and plagiarism are the reflection of the low level of learning responsibility, and (3) utilization of learning resources is minimal as indicated by the limited access to learning resources. The finding [20] supports that of model 2 of this study, where Personal Development and teacher's Autonomy (Model 2) become a determinant for the Effectiveness of PPG in increasing teacher's professionalism.

Eventually, the teacher's commitment was excluded from the model for it is not a determinant for the Effectiveness of PPG in increasing teacher's professionalism in order to create Children-Friendly Schools (Y), as supported by data. This finding is contrary to the study Utami in [21], which found that Teacher's Commitment was directly and significantly affecting teacher's professionalism by contributing 22.40%. The result of another study in [19-21] also found that the teacher's commitment affected positively and significantly on teacher's performances. It is, however, understood because the researchers did not place personal development and autonomy in the model under their studies. The result of this study would be very useful for administrators, especially in developing the quality of supervision on research-based education and training, and more specifically on the role of personal development and teacher's autonomy.

## V. CONCLUSION

Based on the research outcome presented above, it can be concluded that the effectiveness level of the PPG, which was administered by Area 112 Universitas Negeri Semarang in the effort of increasing teachers' professionalism in order to create Children-Friendly Schools, is at the high level. Further, two models of the effect of teacher participants of PPGs' internal factors were found, namely, (1) personal development (24.70%) and (2) together with teachers' autonomy, affected as much as 35.80%. The teacher's commitment was excluded from the model, because it did not become a determinant for the effectiveness of PPG in increasing teachers' professionalism in order to create Children-Friendly Schools.

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