

Teacher's Professionalism of Those Receiving Professional Allowance: Empirical and Critical Review

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ABSTRACT

Professionally-certified teachers are considered those who are qualified to work professionally and therefore, they deserve to get profession allowance. This study aims to discover a picture of the performance of teachers who have been received professional allowances. The study was conducted using descriptive-quantitative methods with survey techniques. The sample in this study was 207 state high school teachers in East Java Province. Professionalism was measured based on professional task aspects, teachers' self-development, scientific publications, and innovative works. Based on the data analysis, it is known that the implementation of the professional task is in low category (index of 44, 01), as well self-development (index of 44, 52), and scientific publications are in very low category (index of 29, 16). From the total sample, there are only 44% of teachers making innovative works. On average, teachers have received profession allowance for 8,6 years. Teachers taking master's degree as their professional self-development are 32,9%. Based on the results of the study, it can be noted that the professional allowance does not significantly correlate to the professional performance of teachers. However, teachers who conduct self-development in the form of advanced studies have better professional performance than teachers who do not study further.

Keywords: *Professionalism, performance, teacher, allowance, publication*

1. INTRODUCTION

The essence of education is teaching learning process. The better teaching learning process carried out, the higher the quality of education. To improve quality of teaching learning process, there are three elements that must be taken into serious account. Those are teacher, students, and curriculum or instructional materials. Improving instructional quality might be initiated by analysing how far teachers master instructional method, instructional materials, comprehend concept of developmental psychology on the part of students, understand learning and instructional theory, and how they implement them during teaching learning in classroom.

Problems occurring on instructional process are mostly caused by professional performance of teachers. After the implementation of Law No 14 of 2005 on Teacher and Lecturer, teachers are required to obtain certificate of profession by taking certification program. Teachers passing the program will get certificate. It is a formal proof of acknowledgement for professionalism of teacher of lecturers. Thus, certified teachers are entitled as professional teacher. However, there should be further

examination to find out whether professionally-certified teachers shows professional performance or not.

Professionally-certified teachers deserve to get profession allowance. Based on Decree of Minister of Education No 41 of 2019 article 1, it is stated that: "profession allowance is given to teacher and lecturers having profession certificate functioning as reward for their professionalism". The number of allowance is the same as monthly base salary of relevant teacher. Therefore, government allocate significant number of budget for salary and profession allowance of teacher. In 2019, 60% of national budget for education sector is allocated salary and profession allowance of teachers (Sri Mulyani quoted in detik.news.cm, July 23rd, 2019). Essentially, the allowance is reward for teacher professionalism. Therefore, there should be further research whether professionally-certified teachers obtaining profession allowance shows professional performance when doing main task and function of teachers.

This study aims at finding out description of teacher professionalism based on dimension of profession

implementation, self-development, scientific publication and innovative works. The implementation of teacher profession refers to teachers' main task. Professional teachers are those who are able to do their job well. Referring to article 39 verse (2) of Law no 20 of 2003 on National Education System, Article no 20 of Law No 14 of 2005 on Teacher and Lecturers and government regulation no 74 of 2008 on Teachers, it is stated that teacher tasks are (1) to plan for instruction, (2) to conduct high-quality instructional process; (3) to assess and evaluate instructional result; (4) to guide and train students; (5) to conduct research and community service; (6) to perform additional task attached to relevant main activities; (7) to improve and to develop their own academic qualification and competence continuously. Decree of Minister of Education no 35 of 2010 on Technical Guidance for Teachers' Functional Position and Its Credit, it is stated more clearly that teachers tasks are (1) to develop instructional curriculum at school; (2) to develop instructional syllabus; (3) to develop lesson plans; (4) to conduct instructional activities; (5) to develop assessment/item for evaluation based on the subject; (6) to assess and evaluate process and result of assessment; (7) to analyse the result of instructional assessment; (8) to conduct remedial instruction; (9) to deliver guidance and counselling in his class; (10) to supervise assessment and evaluation process and instructional output at school and national level; (11) to guide novice teachers in induction program; (12) to guide students in extracurricular activities; (13) to conduct self-development activities; (14) to publish scientific papers and/or innovative works; and (15) to be presenter in scientific forum.

In addition to perform their task professionally, teachers are also required to develop their competence to keep up with development of education and external surrounding. Independently, teachers should be able to conduct self-development program. The programs might be conducted in line with teachers task as stated below "development will largely be self-development while learning on the job" (Flippo in Uwes, 1999: 39). Boldt (1993) stated that: "Self-development is taking personal responsibility for one's own learning and development through a process of assessment, reflection, and taking action". Based on the definition, self-development is an effort to take personal responsibility to learn and develop independently through self-assessment, reflection and to take independent action. Elfiky (2009: 333) said that there are numerous ways for self-development program such as independent reading, listening to audio cassette, watching video, general review forum and training. Self-directed development is a professional development through self-development effort. It gives autonomy for teachers. They may plan actions, conduct them and analyse the input for their own self-development. The technique used may be self-evaluation or action research (Depdiknas, 2007: 38).

Based on the afore-mentioned definition, it is found out that self-directed development is autonomous self-development effort. Self-directed development activities are planned, conducted and evaluated by teachers themselves. Reimas and Villages (2003: 97) give more

detail elaboration on self-directed development in which teachers identify a single crucial objectives for individual teacher or group of teachers. Then, the individual teacher composes list of activities that will be conducted to achieve the objectives. Then, resources are identified and the progress or achievement will be measured. In several situations, teachers take administrator and supervisor for self-directed development program. There should be objective feedback for the effectiveness of the model of self-directed development. Goldstein and Ford (Cortina, 2004; 3) explains that effective instructional system model is characterized by sustainable need assessment process, development of instructional objectives, determining and designing instructional program, developing instructional criteria and evaluating learning achievement. There should be also need assessment on identifying task needed, self-directed development analysis on knowledge, skill and competence aspects. In addition, there must be effort to clear the gap between task needed and task expected. Needs assessment is directed to specify instructional objectives. Instructional design covers lesson plans, instructional system, feedback mechanism and evaluation method.

As a professional, teachers are required to conduct research or scientific study and publish the finding in scientific forum or other media. Professional teachers are also required to publish scientific papers on their profession as teachers. Komara and Maulidin (2016) stated that scientific publications are research findings published in media as teacher's contribution to improve the instructional process at school and education in general. Scientific publications are written scientific paper published for public (Noorjanah, 2010). Therefore, scientific publication is professional papers on teachers' profession which is published in journal, presiding, presented in seminar or other scientific publication. Regarding continuous professional development, there three categories of scientific publications. They are papers presented on scientific forum, research finding or innovative idea publication and textbook publication, enrichment book and or publication of guidance book for teachers.

As educational practitioners, teachers may produce innovative works. They are developmental works, modification or discovery as teachers contribution to improve instructional process at school and to develop science, technology and art (Vita et al, 2016). Innovative works of teachers might be divided into four categories. They are (1) discovery of complicated or simple effective technology; (2) discovery or creation of complicated or simple art works; (3) to make or modify complicated or simple instructional media, practicum media and (4) to compose standard, manuals, test item and the like at provincial or national levels.

This study aims at finding out and exploring professionalism of teachers receiving profession allowance viewed from profession implementation aspects, self-directed development aspect and scientific publication aspect. It is expected that the findings of this study give

contribution for evaluating certification and profession allowance policy.

2. METHOD

This study was conducted using quantitative descriptive method by survey technique. Instruments used to collect data is semi-open questionnaire. Population in this study is senior high school teachers who are professionally-certified and receive profession allowance. Samples used are 207 teachers from 30 public senior high school in East Java. Samples are taken by using accidental sampling technique. Data are then analysed by using nonparametric statistic, namely correlation test using spearman rank formula and comparative test by using Mann-Whitney.

3. RESULT AND DISCUSSION

Data shows that respondents are from 30 public senior high schools at East Java. More specifically, they are from Surabaya, Gresik, Pamekasan, Sidoarjo, Bojonegoro, Tuban, Nganjuk, Mojokerto and Jombang. Based on their education level, 139 respondents (67,1%) have undergraduate degree and 68 teachers (32,9%) have master degree. Respondents have been certified and received profession allowance for 1 year up to 12 years with modus of 9 years and average of 8,6 years.

Implementation of Professional Task

In this study, dimension of professional task implementation is measured by planning, implementation and instructional assessment indicators. Based on data analysis, it is found out that in general, dimension of professional task implementation is low with 44,01 index using 1-100 scale. It means that profession allowance for certified teachers doesn't give significant impact for their performance. Based on individual data, the data is presented in the following table

Table 1. Description of Implementation Performance of Profession

| Category | N | % |
|-----------|-----|------|
| Very low | 101 | 49% |
| Low | 53 | 26% |
| Moderate | 37 | 18% |
| High | 14 | 7% |
| Very high | 2 | 1% |
| Total | 207 | 100% |

The table shows that most respondents (49%) has very low performance of profession. In addition, 25% respondents are on low category, 18% on moderate category, 7% on high category and only 1% on very high category. Spearman correlation test results in 0,056 coefficient correlations for time depth of receiving profession allowance and professional performance. Value of coefficient correlation shows that correlation between time depth of receiving profession allowance and professional performance is negative meaning that the longer profession allowance given, the lower their performance. Based on significance test using SPSS, it is found out that sig value is 0,421. Because sig value > 0.05 or 0,421>0.05, then it is considered insignificant.

Low performance of teachers in doing their professional task is reasonable if it is correlated with low average score of National examination score and score of teacher competence test. Thus, profession allowance should be reviewed in such a way to motivate teachers to perform better.

Self-directed Development

In this study, dimension of self-directed development is measured by using indicator of taking further study, training, seminar and mastery of information technology. Based on data analysis, it is found out that in general dimension of self-directed development is very low with index of 44.52 of 1-100 scale. It shows that profession allowance given to certify teachers do not give impact on teachers' self-directed development. Individual data shows the following result presented in table 2.

Table 2. Description of self-directed development

| Category | n | % |
|-----------|-----|------|
| Very low | 76 | 37% |
| Low | 78 | 38% |
| Moderate | 34 | 16% |
| High | 16 | 8% |
| Very High | 3 | 1% |
| Total | 207 | 100% |

Based on data presented on the table, it is found out that most respondents (37%) shows very low dimension of self-directed development, 38% is on low category, 15% on moderate category, 8% on high category and only 1% on very high category. Correlation between time depth of receiving profession allowance and self-directed development by using spearman correlation gives -0.098 coefficient correlation. Score of correlation coefficient shows that correlation between time depth of receiving profession allowance and self-directed development is negative. It means that the longer profession allowance given, the lower teachers self-directed development. Based on significance test using SPSS, it is found out that score of sig value is 0.161. Because sig value > 0,05 or 0,161>0,05, then we conclude that the correlation is not significant. Further study is one of self-directed development effort. Based on data analysis, it is found out that most teachers (147 teachers or 71%) takes master degree to continue their study. 60 teachers (29%) do not continue their study to master degree.

Low achievement of self-directed development on the part of teachers is caused by mental model. Capability of individual learning depends on mental model. It is closely related to capacity to store information (competence) of individual especially those to accommodate active mental action used to work or make decision. Senge (Tjakraatmadja & Lantu, 2006; 113) developed concept of mental model which is collection of ideas, memories, experiences and everything we have observed and done covering explicit and implicit definition. Profession allowance is routine source of fund that might be used to self-directed development in the form of continuous or incidental activities. Routine

activities such as purchasing books or journal might be funded by profession allowance. Incidental self-directed development activities are seminar, conference, training or workshop. Because the mental model doesn't take up the use of profession allowance to improve teachers' competence, then self-directed development of teachers is still low.

To improve effective self-directed development, we might adopt statements from Cortina (2004:3) that effective self-directed development need individual competence in terms of (1) conducts a self needs assessment; (2) defines the attributes to be targeted in training; (3) establishes the learning goals and objectives; (4) identifies learning resources; (5) develops learning strategies and exercises; (6) defines the pace and time frame of learning; (7) establishes the criteria for evaluating growth; and (8) evaluates gains, and makes adjustments. According to Boldt (1993), there are several steps that might be done for self-directed development. They are to (1) asses your current skills and interest through paper and pencil career test or through computer programs that analyse skills and interests; (2) maintain a learning long or diary to help you analyse what you are learning from work experience; (3) write a personal vision and mission statement; (4) develop a personal development plan that identifies your learning needs and goals; (5) find a mentor who can provide you with support, advice, and assistance in your career direction; (6) become involved in professional organization; and (7) read professional journal and trade magazine to keep current on the latest development in your field.

Scientific Publication

In this study, dimension of scientific publication is measured by indicator of conducting research, scientific publication in journal, composing module/students' worksheet and textbook. Based on data analysis, it is found out that profession allowance for certified teachers doesn't give significant impact on teachers' scientific publication. Individual data gives the following data presented in table below

Table 3. Description of Scientific Publication

| Category | n | % |
|-----------------|------------|-------------|
| Very Low | 157 | 75,8% |
| Low | 49 | 23,7% |
| Moderate | 1 | 0,5% |
| High | 0 | 0% |
| Very High | 0 | 0% |
| Total | 207 | 100% |

The table shows that most respondents (75,8%) have very low level of self-directed development, 23% respondents belongs to low category, and only 0,5% on moderate category. Correlation between time depth of profession allowance received with scientific publication by using spearman correlation results in 0,047 coefficient correlation. Value of coefficient correlation shows that correlation between times depth of profession allowance received with scientific publication is positive meaning that the longer profession allowance given, the more

improvement scientific publication of teachers. Based on significance test result by using SPSS, it is found out that sig value is 0,505. Because sig value >0,05 or 0,505>0,05, then the correlation is not significant. Comparing teacher taking further study and those who are not taking further study viewed from their ability to publish scientific papers by using Mann-Whitney test, it is found out that value of asymp.sig (2 tailed) is 0,234. Because value of sig>0,05 or 0,234>0,05, then we conclude that there is no difference in terms of scientific publication achievement between teachers taking further study and those who are not.

There are several reasons for low achievement of scientific publication of teachers. Noorjanah (2010) stated that factors affecting low scientific publication of teachers are (a) low level of teacher motivation to write papers, (b) insufficient time; (c) lack of comprehension of academic writing, (d) difficulty in gathering data, (e) technology illiterate, (f) lack of reference books, (g) abundant copy writer service, (h) low function of teachers association in socializing paper writing, (i) lack of information from school. Therefore, teachers face internal and external problem in publishing their papers.

To improve low level of scientific publication, there is a need for systematic effort by teachers or other parties. Teachers may conduct research, write articles, learn to present their research findings on seminar, join workshop on academic writing and others. External parties may interfere by supporting teacher conducting research and writing scientific paper (article), taking part in research competition and giving reward for scientific achievement. It might be done by principals, supervisor or staff of education office.

Innovative Works

In this study, dimension of innovative works is measured by indicator of teachers experience making innovative work. Based on data analysis, it is found out that number of teacher who have made innovative work are 44% (89%) from all samples. It shows that achievement of innovative works made by teacher is still low. Based on type of innovative works, we found out data presented in the following table.

Table 4. Description of Innovative Work

| Type of Innovative Works | Frequency | Percentage |
|---|------------------|-------------------|
| Discovery of Efficient Technology | 2 | 1,0 |
| Creating Art Works | 11 | 5,3 |
| Developing Instructional Media | 77 | 37,2 |
| Developing standards / manuals / test item at provincial / national levels. | 1 | 0,5 |
| Never have innovative works | 116 | 56,0 |
| Total | 207 | 100,0 |

Based on the table, it is found out that most respondents (37,2%) have made instructional media for

their innovative works, 5,3% respondents have made art works, 1% made efficient technology and only 0,5% have developed standard/guidance/test item at provincial/national levels.

4. CONCLUSION

Based on the research findings, it is found out that profession implementation and self-directed development are on low category and scientific publication is on very low category. Number of teachers making innovative works is less than half from all samples. On average, most teachers have received profession allowance for 8,6 years. Teachers conducting self-directed development in the form of taking further study to master degree is 32,9%. Correlation coefficient of spearman rank between time depth of receiving profession allowance and profession implementation, self-directed development and scientific publication is -0,056 (negative correlation and not significant), -0,098 (negative correlation) and 0,098 (negative correlation and not significant), 0,047 (insignificant correlation). Based on discrimination test using Mann-Whitney test, it is found out that there is significant difference in terms of profession implementation and scientific publication between teachers who are taking further study and who are not. Research finding also show that profession allowance does not show significant correlation to teachers' professional performance (profession implementation, self-directed development, scientific publication and innovative works). However, teacher taking further study has better profession performance than those who are not. In order that profession allowance give significant impact on professional performance of teachers, policy of profession allowance should be modify to direct, emphasize, limit and manage the use some part of profession allowance to support teacher professional performance.

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