

Junior High School Teachers Profile In East Java and West Nusa Tenggara after Getting Teacher Certification

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Abstract

This study raises the problem of the profile of junior high school teachers in Indonesia, namely how the description of state junior high school and state junior high school teachers in Indonesia and the achievements that have been achieved when the SMP and MTs teacher certification programs are implemented in each province, city, district from public schools. This is an effort to develop professionalism carried out by teachers on an ongoing basis, both on institutional and individual initiatives. The purpose of this study was to find out information about the profiles of SMP and MTs teachers in East Java and West Nusa Tenggara Provinces. To submit the data to the national level. The method used in this research is a survey. In the survey, information is collected from respondents using a questionnaire or questionnaire that is distributed directly to the selected sample from the entire population. The data analysis technique used in this research is descriptive quantitative. The profile of teachers in Indonesia can be seen from several aspects, namely the source of understanding the 2013 curriculum, which is 77.3%, which comes from training and the preparation of lesson plans. Learning planning that is made includes the preparation of a Learning Implementation Plan carried out before teaching and before the start of the semester with a percentage of 59.1%, Learning Objectives, preparation of teaching materials, preparation of worksheets, selecting learning models and methods, and consideration of preparing an evaluation of learning outcomes for learning objectives and characteristics students.

keywords: Profile, Junior High Teacher, Certification

1. Introduction

Today educational institutions are one of the hopes of the community which are believed to be able to foster good moral attitudes to seek prosperity. Achieving the goals of National education is not an easy problem and all of them require a lot of money. Likewise, in the educational process, handling that is truly capable and able to master educational problems and has a high dedication to the field of education is needed. Realizing the expected educational output cannot be separated from the supporting factors of education itself, in addition to other factors. Efforts to achieve the goals of National education are needed by professional educators. Following the Law on National Education System No. 20 of 2003 concerning the National Education System, that the position of teachers as educators is a professional position, while according to Law Number 14 of 2005 concerning Teachers and Lecturers, and Government Regulation of the Republic of Indonesia Number 19 of 2005 (updated by Government Regulation No 32 of 2013) concerning National Education Standards states teachers is a professional educator. For this reason, teachers are required to have the relevant minimum academic qualifications of Bachelor or Diploma IV (S1 / D-IV) and master competencies as learning agents. In carrying out professional duties, teachers have one of the obligations of improving and developing academic qualifications and competencies on an ongoing basis in line with the development of science, technology, and arts. Therefore, professional teachers are required to continue to develop their abilities following the times, science and technology, as well as the needs of society including the need for quality human resources.

Professional teachers are required to have many competencies. Competence is a set of knowledge, skills, and behaviors that teachers must have, live and master to carry out tasks. Strictly speaking, the meaning of professional teacher competence includes pedagogical competence, professional competence, personality competence, and social competence (Law Number 14 of 2005). In essence, these competencies can be obtained by teachers through education and training which are relatively long and continuous. Teacher competency performance can be assessed, measured, and observed. Assessment of the competence of a teacher is carried out through a certification program carried out by the Government-appointed Educational Personnel Education Institute (LPTK).

According to Nasanius in Pupuh Fathurrohman and Aa Suryana (2012: 39), it is stated that the decline in education is not only caused by the curriculum but also the lack of professionalism of teachers and students' reluctance to learn. From the above opinion, there are several factors of decline in education, including the lack of teacher professionalism, an educator must still be required to be able to work professionally so that what is the goal of National Education, namely the intellectual life of the nation and developing the whole human being can be realized.

The meaning of teacher certification is the process of granting an educator certificate to a teacher, an educator certificate is a certificate issued by a university that administers the certification as a formal proof of recognition given to teachers as professionals. The purpose of teacher certification is to determine the feasibility of teachers in planning, implementing, evaluating learning, guiding students according to national education goals. According to Moh. Uzer Usman (2006: 14), teacher competence aims to be able to carry out the teaching profession professionally. Syaiful Sagala (2009: 23), also argues about the goal of teacher competence, namely to achieve quality standards in carrying out real tasks or jobs. Therefore, teacher competence must be possessed by teachers to carry out their professional duties properly. According to Udin Syaefudin Saud (2011: 101), teacher development is intended to stimulate and improve the quality of staff in solving organizational problems, because the substance of the study and the context of learning is always developing and changing according to the dimensions of space and time, teachers are required to always improve their competence.

The current ideal teacher profile, besides having S1 / D4 academic qualifications, also has an educator certificate. Academic qualification of educators, whether the teacher already has a certificate issued by an accredited or not yet accredited Institute for Educators and Education Personnel (LPTK). After entering its twelfth year, the teacher certification process undergoes several models of certification programs. The three models of the certification program are: (a) through portfolio assessment, (b) through Teacher Professional Education and Training (PLPG), and (c) through Teacher Professional Education (PPG). The problem that arises is whether the three models of the certification program have produced professional teachers?

The teacher is the main important component affecting the school system. Teachers as agents of change are expected to be able to spearhead changes in the school social system that they foster in a better change effort (Rogers and Shoemaker, 1971). Through the teacher certification program, the perspective of quantity and quality of school changes should be done. This research aims to determine the extent to which the teacher certification program contributes and influences school achievement.

Based on the problems presented, this paper will focus on discussing how the profile of junior high school teachers in East Java and West Nusa Tenggara after receiving teacher certification. This is because the policy of professional certification or the provision of professional allowances is a real form of government recognition of the teaching profession. It can be said that this policy is an indirect recognition from the public to the educational profession. The provision of professional teaching allowances, in addition to being aimed at improving the welfare of teachers, is also intended to develop teacher professionalism institutionally and independently. The demand for teacher professionalism is a necessity that must be carried out in continuous professional development (Continuing Professional Development). Professional teachers are required to have many competencies. Competence is a set of knowledge, skills, and behaviors that teachers must have, live and master to carry out tasks. Strictly speaking, the meaning of professional teacher competence includes pedagogic competence, professional competence, personality competence, and social competence (Law Number 4 of 2005). In essence, these competencies can be obtained by teachers through relatively long and continuous education and training. Teacher competency performance can be assessed, measured, and observed. A teacher's competency assessment is carried out through a certification program carried out by the Government-appointed Education Personnel Education Institute (LPTK).

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, and Government Regulation of the Republic of Indonesia Number 19 of 2005 (renewed by Government Regulation Number 32 of 2013) concerning National Education Standards states that teachers are educators professional. For this reason, teachers are required to have the relevant minimum academic qualifications of Bachelor or Diploma IV (S1 / D-IV) and master competencies as learning agents.

The problem of teachers in Indonesia, directly or indirectly, is always related to the professional attitude of teachers who have not fulfilled them, especially in terms of their scientific fields, so in this case, there needs to be a comprehensive solution that concerns all related aspects, namely welfare, qualifications, coaching, professional protection, and administration. One of the efforts that appear to be made by the government is efforts to improve the

quality of education with the existence of teacher certification starting on May 4, 2007, as stated in the Regulation of the Minister of National Education Number 18 of 2007 concerning Certification for Teachers in Position. When viewed in Law Number 14 of 2005 concerning Teachers and Lecturers, Certification is the process of granting educator certificates for teachers and lecturers, while educator certificates are formal evidence as the recognition given to teachers and lecturers as professional staff.

Furthermore, Masnur Muslich (2007: 2) explains that teacher certification is the process of granting educator certificates to teachers who have met certain requirements, namely having academic qualifications, competence, being physically and mentally healthy, and having the ability to realize the goals of national education, which is accompanied by an increase in decent welfare.

According to Jamal Ma'mur Asmani (2011: 41) The professional development program for teachers must start from the efforts of the teachers themselves to improve themselves (self-improvement), and efforts from outside parties (for example participating in training, workshops, and upgrading), while according to the National Education Onda Saondi and Aris Suherman, 2010: 78) various alternatives to improve teacher professionalism can be done by a) the local education office; b) The education office cooperates with or involves other agencies or related elements in society; c) Each teacher as an individual and independent activity; d) cooperation between the Education Office and teachers (schools). Measuring school performance is very important. Measuring school performance according to Bastian (2001) will encourage the achievement of school goals and missions and will provide feedback for continuous improvement efforts. Therefore, the performance measurement system must be built in such a way that information about the performance of SMP teachers can be obtained as much and as accurately as possible.

Law No.14 of 2005 on teachers and lecturers, mandates that teaching staff (teachers and lecturers) in Indonesia take professional positions. This fresh air promises, teachers who have been certified will get an increase of 1 times the basic salary. Teacher certification was implemented starting in 2007. At that time, the certification program was implemented through a) the portfolio assessment pathway, b) the Teacher Professional Education and Training (PLPG) pathway, and c) the professional education pathway (for high achieving teachers). In 2009, economically this policy has begun to be felt by certified teachers.

Before explaining the definition of professional competence, it is necessary to understand 4 (four) teacher competencies, namely pedagogic, personal, social, and professional competencies. 13 According to the Teacher Competency Standards in the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007, namely: a. Pedagogic Competence 1) Mastering the characteristics of students from physical, moral, spiritual, social, cultural, emotional, and intellectual aspects. 2) Mastering learning theory and teaching-learning principles. 3) Developing a curriculum related to the subjects being taught. 4) Organizing educational learning. 5) Utilizing information and communication technology for the benefit of learning. 6) Facilitating the development of the potential of students to actualize their various potentials. 7) Communicate effectively, empathically, and politely with students. 8) Carry out an assessment and evaluation of learning processes and outcomes. 9) Use the results of the assessment and evaluation for the benefit of learning. 10) Take reflective action to improve the quality of learning. b. Personality Competencies 1) Acting following the religious, legal, social, and national cultural norms of Indonesia. 2) Presenting oneself as an honest person, having good character, and a role model for students and society. 3) Presenting oneself as a person who is stable, stable, mature, wise, and authoritative. 4) Demonstrates a work ethic, high responsibility, a sense of pride in being a teacher, and self-confidence. 5) Upholding the professional code of ethics for teachers. c. Social Competence 1) Be inclusive, act objectively, and do not discriminate due to considerations of gender, religion, race, physical condition, family background, and socioeconomic status. 2) Communicate effectively, emphatically, and politely with fellow educators, education staff, parents, and the community. 3) Adapt at the place of duty in all areas of the Republic of Indonesia which have socio-cultural diversity 4) Communicate with the professional community itself and other professions orally and in writing or other forms. d. Professional Competence 1) Mastering the material, structure, concepts, and scientific mindset that supports the subject being taught: 14 a) Understanding mastery of subject matter subject matter b) Understanding mastery of the structure of the subject subject c) Understanding the mastery of the concept of the subject being handled d) Understand the scientific mindset that supports the subject being taught 2) Master the competency standards and basic competencies of the subject subject: a) Understand the competency standards of the subject subject to the ability b) Understand the basic competencies of the subject being able c) Understand the learning objectives being taught 3) Developing creative learning materials: a) Choosing learning materials that are managed according to the level of development of students b) Processing the subject matter creatively according to the level of development of students 4) Developing professionalism in a sustainable manner by taking reflective actions: a) Reflect on performance itself continuously b) Utilizing the results of reflection in order to improve professionalism c) Conducting classroom action research to improve professionalism d)

Keeping up with the times by learning from various sources 5) Utilizing information and communication technology to develop themselves: a) Utilizing information and communication technology in communicating b) Utilizing information and communication technology for self-development According to Harsono and Sofyan Arif (2010: 3), professional competence is the ability to master the subject matter broadly and deeply, in this case it is required to master knowledge in the field of study as well as critical steps of deepening, contents of the field of study based on Competency Standards and Basic Competencies. A person is said to have professional competence if he meets 2 (two) minimum requirements: a. Understand the material, deep scientific concepts, and be able to apply it in everyday life. 15 b. Understand scientific development methods, critical, creative, and innovative analysis of the field of study. According to E. Mulyasa (2007: 136-138), some of the professional competencies of teachers can be described as follows: 1) Developing curriculum-based material, which includes: a) Developing a syllabus b) Developing a learning implementation plan (RPP) c) Implementing learning and formation competence of students d) Assessing learning outcomes e) Assessing and improving curriculum in accordance with developments in science, technology, and progress of the times 2) Mastering standard material, which includes: a) Mastering learning materials (field of study) b) Mastering in-depth materials (enrichment) 3) Mastering learning based on SK and KD, which includes: a) Formulating objectives b) Describing competency standards and basic competencies c) Choosing and using learning methods d) Choosing and compiling learning procedures e) Implementing learning 4) Using learning media and resources in material development, which includes: a) Choosing and using learning media b) Making tools learning c) Using and managing laboratories in the framework of learning d) Developing laboratories e) Using libraries in learning f) Using the environment as learning resources 5) Understanding learning research in professional development, which includes: a) Using research designs b) Carrying out research c) Using the results of research to improve the quality of learning Teacher competence is related to professionalism, namely teachers who are competent (capable) of their fields, therefore, the competence of 16 professional teachers can be interpreted as the ability and authority of teachers in carrying out their teaching profession with high abilities.

The policy for professional certification or the provision of professional allowances is a concrete form of government recognition of the teaching profession. It can be said that this policy is also an indirect recognition from the public to the educational profession. The provision of professional teaching allowances, in addition to being aimed at improving the welfare of teachers, is also intended to develop teacher professionalism institutionally and independently. Teacher professionalism speech is a necessity that must be carried out in continuous professional development (Continuing Professional Development).

The problem with the profile of future teachers is an effort to develop professionalism carried out by teachers on an ongoing basis, both on institutional and individual initiatives. Continuous Professional Development (PKB) is the development of teacher competencies that is carried out according to needs, gradually, continuously to improve their professionalism (Law no 16 of 2009, article 1 (5)). Based on the Regulation of the State Minister for State Apparatus Empowerment and Bureaucratic Reform Number 16 of 2009 concerning Teacher Functional Positions and Credit Score, there are 3 components, namely: a) self-development, b) scientific publication, and c) innovative work.

2. Research Methods

The method used in this research is a survey. In a survey, information is collected from respondents using a questionnaire or questionnaire that is distributed widely. In general, survey research is described as scientific research where data is collected from a selected sample of the entire population.

2.1 Population and Research Subjects

The population of this research is public schools, for the state junior high school education level. The sampling technique used in this study was purposive random sampling. In this case, the sample is selected in such a way that it represents the condition of state junior high schools throughout Indonesia. The sample selection was carried out multistage, covering geographic areas of Indonesia, provinces, cities/districts, and schools. The territory of Indonesia is divided into 3, namely Eastern Indonesia, Central Indonesia, and West Indonesia. 2 the State junior high school city or district, with attention to school accreditation with categories A, B, and C as well as the level of each school. Subjects and informants in this study were: 6 teachers who already have certification and the selection of teachers using random. Which is included in the geographic location of Indonesia, East Java, 19 cities or districts, and in West Nusa Tenggara there are 4 State Junior High Schools. So that the number of people surveyed was 20 cities or districts, which are in East Java and West Nusa Tenggara Provinces.

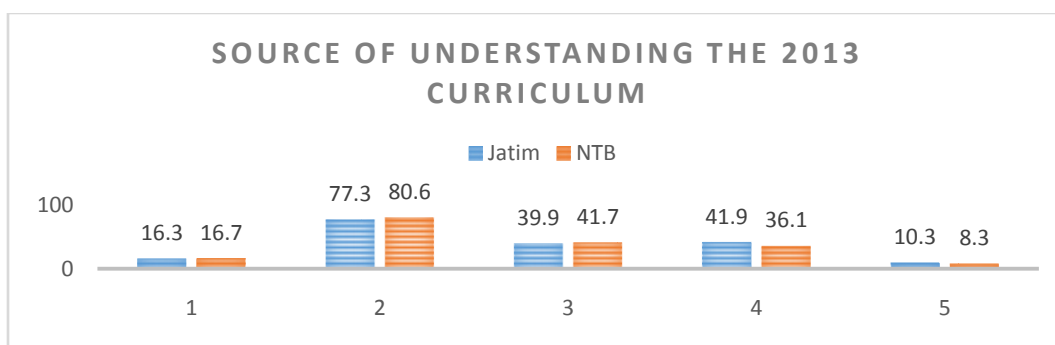
2.2 Data collection technique

The research data were collected through questionnaires and documentation. The questionnaire was used to obtain data: teacher profiles, school culture, and school potential. Documentation is used to collect data on the potential of the school with aspects of student academic achievement and non-academic achievement. The data analysis technique used in this research is quantitative descriptive.

3. Discussion

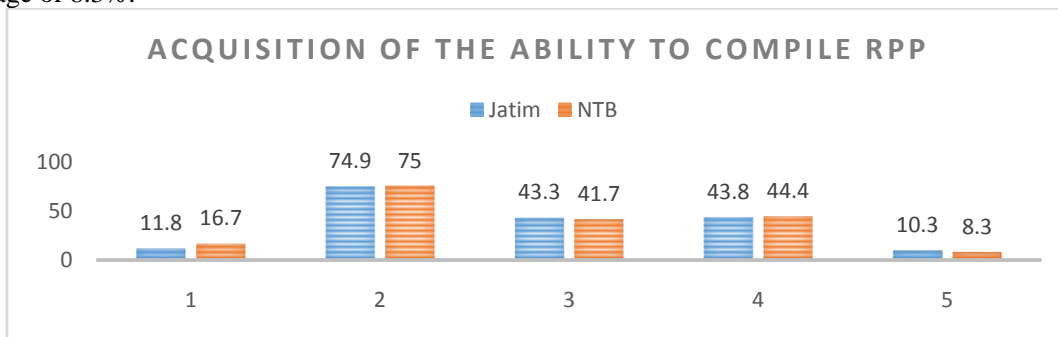
This chapter describes the answers to the problem formulations in research. As discussed in this chapter are as follows; 1) Profiles of junior high school teachers after the teacher certification program was implemented, junior secondary schools in East Java and West Nusa Tenggara provinces that had been reached by schools.

Teacher profiles can be seen from several aspects, namely the source of understanding the 2013 curriculum and the preparation of lesson plans. The learning planning includes the preparation of a Learning Implementation Plan, Learning Objectives, preparation of teaching materials, preparation of worksheets, selecting learning models and methods, and consideration of preparing the evaluation of learning outcomes. Further exposure as follows:



Certified teachers in East Java get an understanding of the 2013 curriculum from various sources. Based on the questionnaire that has been distributed, it shows that there are 16.3% of all teachers understand the 2013 curriculum based on training organized by the Ministry of Education and Culture, Jakarta. An understanding of the 2013 curriculum that was sourced from the training held by the Provincial / Regency / City Regional Office of Education and Culture showed the highest percentage at 77.3%. Meanwhile, the smallest percentage with the number 10.3% comes from other sources. Teachers' understanding of the 2013 curriculum was also found from explanations and discussions with friends and learning the 2013 curriculum from various sources independently. Besides, understanding that comes from independent learning activities shows the second-highest percentage with 41.5% and understanding that comes from explanations and discussions with friends is 39.9%.

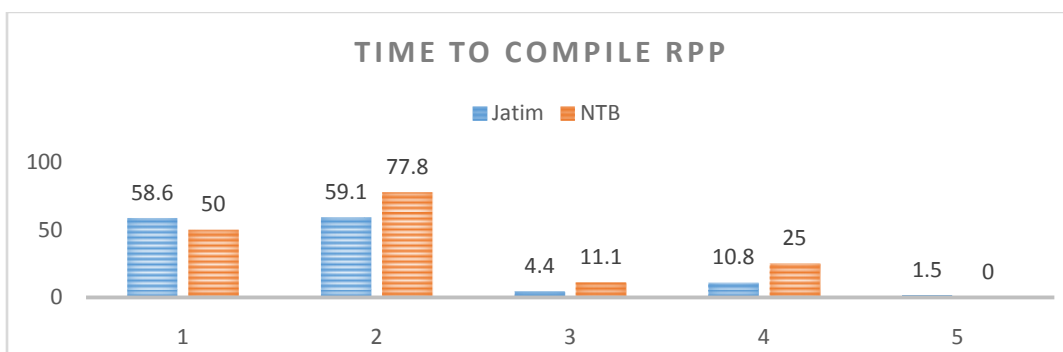
Based on the diagram, the source of understanding for junior high school teachers in NTB on the 2013 curriculum is known that 16.7% of teachers get a source of understanding through training organized by the Ministry of Education and Culture Jakarta. Besides, there are 41.7% of teachers get an understanding of the 2013 curriculum through explanations and discussions with friends. There are also 36.1% of teachers who get an understanding of the 2013 curriculum independently by studying various sources. The highest source of teacher understanding was obtained from training held by the Provincial / City / Regency Office of the Education and Culture Office with a percentage of 80.6%. Apart from the above sources, teachers also get an understanding of the 2013 curriculum through other sources with a percentage of 8.3%.



The questionnaire in point 2 is a description of the source of understanding of teachers in East Java and NTB who have been certified regarding their ability to compile a Learning Implementation Plan (RPP). Based on data that has been obtained from East Java, the training held by the Provincial / City / Regency Regional Office of Education and Culture has the highest position. The percentage obtained is 74.9%. Following these gains, independent study, as well as explanations and discussions with friends, are the next biggest sources. From the two, there is a very small difference of 0.5%. Explanation and discussion from friends ranked second with a percentage of 43.8% and was followed by studying the 2013 curriculum independently from various sources with a percentage of 43.3%. The next position with a figure of 11.8% is an understanding that comes from the training held by the Ministry of Education and Culture, Jakarta. For the lowest position regarding the sources of understanding preparing RPP comes from other sources which in the research data the percentage is 10.3%.

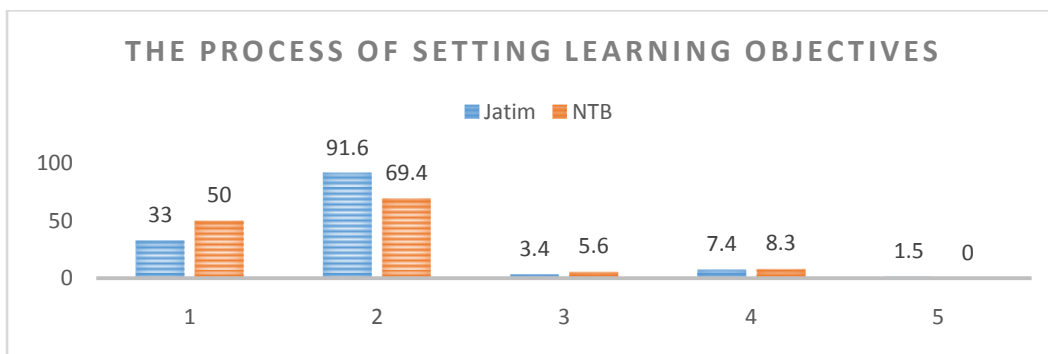
Meanwhile, for junior high school teachers in NTB, the highest acquisition of the ability to compile lesson plans is known to have been obtained from training held by the Provincial / City / Regency Regional Office of Education and Culture with a percentage of 75%. The second highest ability of 44.4% was obtained through independent learning by studying various sources.

The third highest ability of 41.7% was obtained through explanations and discussions with friends. The fourth highest ability with a percentage of 16.7% was obtained through training held by the Ministry of Education and Culture Jakarta. And the lowest ability in compiling lesson plans was obtained through other sources with a percentage of 8.3%.



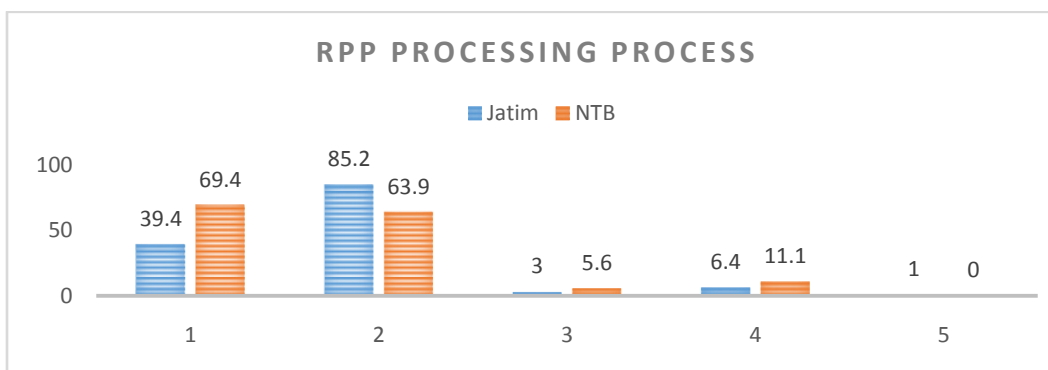
The diagram above is an illustration of teachers who have been certified in East Java and NTB in choosing the time for the preparation of the lesson plans. The results obtained from distributing questionnaires in East Java indicate that teachers prefer to prepare lesson plans before teaching and at the beginning of the semester. The two options have almost the same percentage, namely 58.6% and 59.1%. The difference between the two is only 0.5%. The preparation of the lesson plan which is carried out at the time of the workshop/workshop for the preparation of learning tools is in the third position. The percentage is 10.8%. 4.4% of teachers who have been certified stated that the preparation of the new RPP was prepared when the supervisor was going to carry out an administrative inspection. The rest, who at the same time showed the smallest percentage, namely 1.5%, were teachers who chose the preparation of the lesson plans to be carried out at another time.

Based on the time of the preparation of the RPP, the most preferred choice for junior high school teachers in NTB was to choose to prepare an RPP at the beginning of the semester with a percentage of 77.8%. The second-largest choice with a percentage of 50% of teachers chose to prepare lesson plans before the teaching process. The third-largest, with a percentage of 25% of teachers compiling lesson plans during a workshop/workshop on the preparation of learning tools. The lowest choice is 11.1% of teachers compiling lesson plans when the supervisor will conduct an administrative inspection.



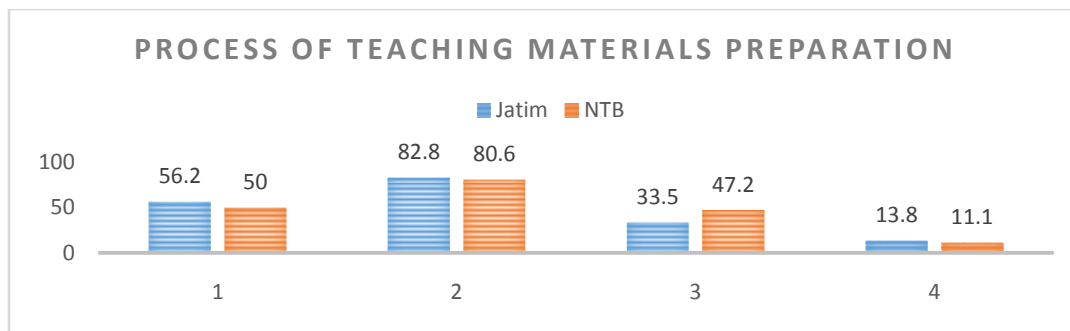
The process of setting learning objectives can be carried out in various ways while still paying attention to the curriculum/syllabus. One of the methods widely used by certified teachers in East Java is the compilation process carried out with friends in the MGMP. This option seems to be the thing that most certified teachers are interested in, as shown in the results of the questionnaire distribution, which stated that this choice obtained a score of 91.6%. Far below this choice with a difference of 58.6% of teachers choosing to carry out the compilation process independently. Based on the data obtained by teachers who formulated learning objectives that were coordinated by the school in the workshop, 4% more than the learning objectives made the same as the previous year's lesson plan. Where the choice of learning objectives made the same as the previous year's RPP was 3.4%. The remaining 1.5% is another way.

Based on the diagram, junior high school teachers in NTB carry out the making of learning objectives in RPP according to the curriculum/syllabus, it is known that the highest rank is rounding done with friends in MGMP with a percentage of 69.4%. The second highest is carried out independently with a percentage of 50%. The third rank is through school coordination in workshops with a percentage of 8.3%. While the lowest percentage is 5.6%, which is made the same as last year's RPP.



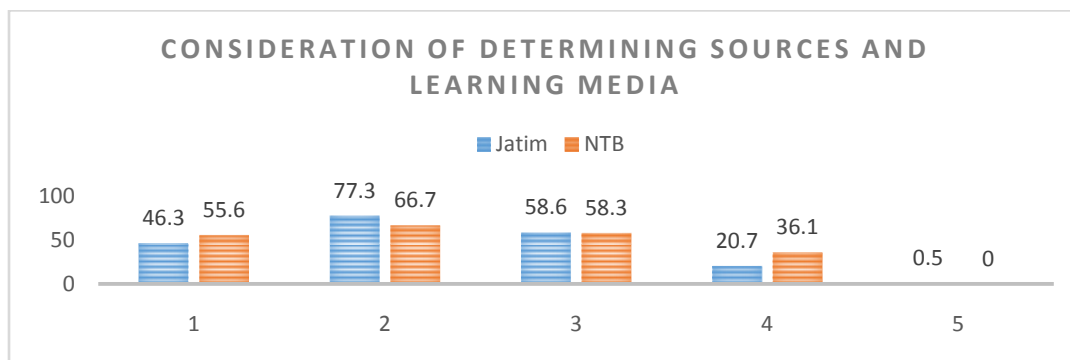
The process of preparing a one-semester RPP for the 2013 curriculum can be done in various ways. For certified teachers in East Java, the preparation of RPP for one semester is mostly done with friends in the MGMP. Arranged in this way the large percentage is 85.2%. 39.4% of the total teachers were also preparing the RPP for one semester. The rest of the preparation of the lesson plans was carried out in a coordinated manner by the school in workshops and was made the same as last year's lesson plan. The preparation of RPPs that are coordinated by schools in workshops ranks third of the four types of compilation used. The percentage of these preparations is 3.4% more than the RPP made the same as last year. Where the percentage of RPP made is the same as last year of 3.0%.

In the RPP preparation process, 69.4% of junior high school teachers in NTB chose to compile the lesson plans independently. The second-highest choice, 63.9% of teachers, chose to prepare lesson plans with friends in the MGMP. The third highest choice is that 11.1% of teachers prepare lesson plans through school coordination in workshops. The lowest choice with a percentage of 5.6% of teachers chose to prepare lesson plans the same as last year.



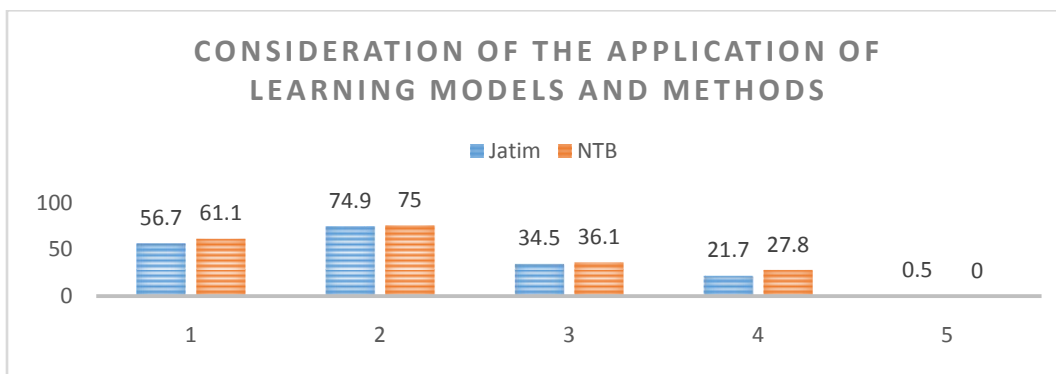
Teachers who have been certified in East Java in the process of preparing teaching materials have chosen to use the previous year's teaching materials. Based on the diagram the percentage is 13.8%. 19.7% more of this choice of teachers chose to use books published by the Ministry of Education and Culture as up-to-date teaching materials and relevant to the lesson plans. As many as 82.8% and at the same time as the most votes from the results of the questionnaire regarding the process of preparing teaching materials was by making adjustments to existing teaching materials with KD. Occupying the position in the second highest order of teaching materials derived from the assessment from various sources is the next choice which in the table shows a figure of 56.2%.

Meanwhile, junior high school teachers in NTB, when viewed from the process of preparing teaching materials, there are 80.6% of teachers adjusting teaching materials with KD. Another version is that 50% of teachers choose to compile multiple sources. Some teachers use books published by the Ministry of Education and Culture with a percentage of 47.2%. And the lowest choice, namely 11.1% of teachers prepare to teach materials using the previous year's teaching materials.



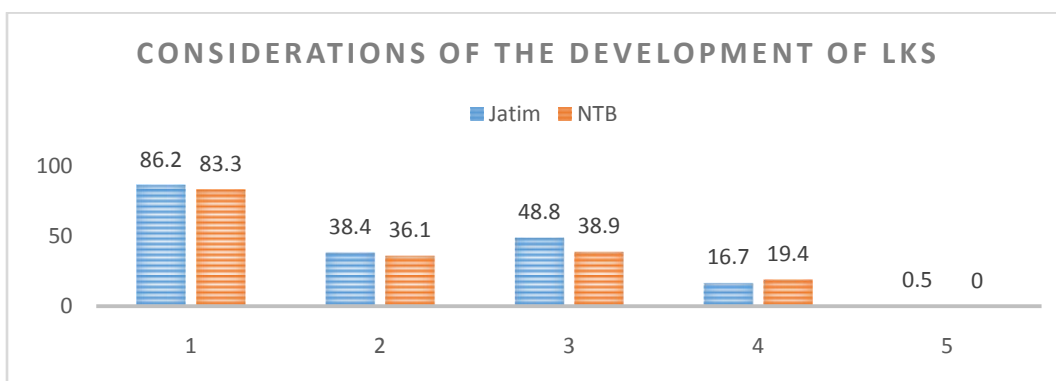
Learning objectives are the largest choice used by certified teachers in East Java in determining learning sources and media. This choice was 18.7% more than the teacher who chose student characteristics which in the questionnaire results showed a figure of 58.6%. Determination of learning sources and media from the curriculum is in third place with a figure of 46.3%. The acquisition was then followed by the teacher's ability by 20.7% and the last one was 0.5% from other aspects.

The consideration of determining the sources and learning media carried out by junior high school teachers in NTB is dominated by the aspect of learning objectives with a percentage of 66.7%. The second dominance is student characteristics with a percentage of 58.3%. The third dominance is the curriculum with a percentage of 55.6%. While the lowest consideration is the aspect of teacher ability with a percentage of 36.1%.



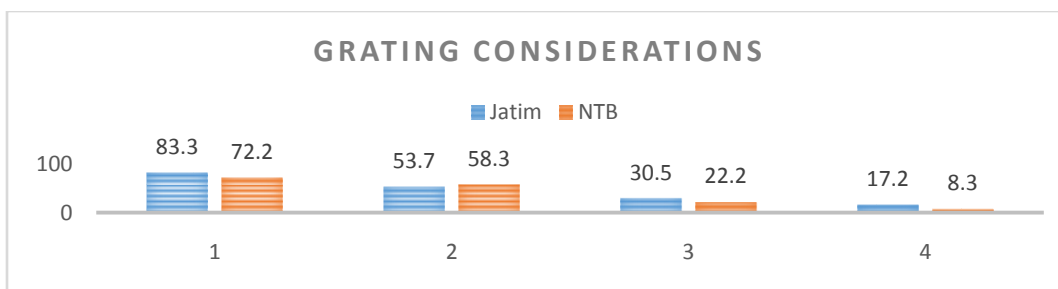
The learning models and methods that are mostly chosen by certified teachers in East Java are by considering aspects of student characteristics. The choice is 18.2% more than the second order. The second order is the selection of models and learning methods based on learning objectives with a percentage of 56.7%. Subsequent positions are based on curriculum and are overtaken by teacher abilities. The selection of learning models and methods based on the curriculum reached 34.5% and the teacher's ability was 21.7%. The remaining 0.5% is based on other aspects.

The first domination of SLTP teachers in NTB in considering the application of learning models and methods is the aspect of student characteristics with a percentage of 75%. The second dominance is 61.1% of teachers considering the application of learning models and methods based on aspects of learning objectives. The third dominance, 36.1% of teachers consider aspects of the curriculum. While the lowest dominance was 27.8% of teachers considering the application of learning models and methods based on the aspects of teacher abilities.



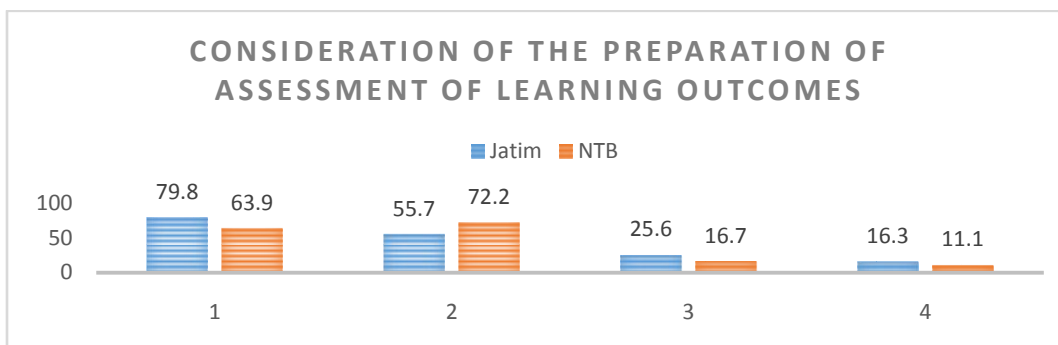
In the case of preparing Student Worksheets, hereinafter referred to as LKS, the teacher's obligation factor is the choice with the smallest percentage. The percentage is 16.7%. In contrast to this, the basic competency factor is the main factor chosen as the data obtained from the questionnaire distribution. From the questionnaire distribution, it was found that the preparation of worksheets that took into account basic competency factors was in the first place with a percentage of 86.2%. This percentage is 37.4% more than the student characteristic factor which is only 48.8%. Under the student characteristics, there is still a curriculum factor that is 21.7% more than the teacher's obligation. The curriculum percentage is 38.4%. Apart from these factors, other factors are considered by certified teachers in East Java in preparing teaching materials in the form of LKS with a percentage of 0.5%.

Regarding the preparation of student worksheets, the highest consideration for junior high school teachers in NTB is basic competence with an election percentage of 83.3%. The second highest consideration is the characteristics of students with a percentage of 38.9%. The third highest consideration is the curriculum aspect with the percentage of the selection of 36.1%. The lowest consideration is the aspect of teacher obligations with a percentage of the selection of 19.4%.



Teachers in East Java who have been certified have 4 choices of consideration in developing a grid for assessing learning processes and outcomes. The four options have their respective devotees. The first and most choices are taking into account basic competencies. This option has an interest rate of 83.3%. The next option is to consider the subject matter. This choice is in the second position with a percentage of 29.6% less than basic competencies. The percentage amount obtained was 53.7%. Curriculum considerations occupy the third position with a percentage figure of 30.5%. The last position in compiling a grid of learning processes and outcomes is to consider the obligations of the teacher. The consideration in the form of teacher obligations is 13.3% less than the consideration in the form of curriculum. Thus, teachers who consider the curriculum are 17.2% and at the same time as the lowest position.

Based on the diagram of the lattice preparation considerations, it is known that some of the main factors are considered by junior high school teachers in NTB. The highest-ranking is 72.2% of teachers compile a grid with consideration of Basic Competence. The second highest was 58.3% of the teachers compiled the grid with consideration of the subject matter. The third highest is 22.2% of teachers compile a grid with curriculum considerations. The lowest percentage, namely 8.3% of teachers, arranged the grid by considering the obligations of the teacher.



Questionnaire item number 11 is about the consideration of the preparation of learning outcome assessments carried out by certified teachers in East Java. The data from the questionnaire results show that teacher obligation is the least considered factor with a percentage of 16.3%. Meanwhile, the factor most considered is basic competence. Consideration based on basic competence shows the largest percentage, namely 79.8%. This percentage is 54.2% more than the compilation of learning outcomes assessments that consider the curriculum. The curriculum factor only got a percentage of 25.6%. However, other factors are also chosen by teachers and more so than the curriculum, but less than basic competencies. This factor is the subject matter which got a percentage of 55.7%.

In preparing an assessment of learning outcomes, teachers must consider the main factors that are selected. The most choice is 72.2% of teachers considering the subject matter. The second highest is 63.9% of teachers consider Basic Competence. The third-largest with a percentage of 16.7%, teachers consider aspects of the curriculum. The lowest choice is based on the consideration of teacher obligations with a percentage of 11.1%.

4. Closing

4.1 Conclusion

Based on the research results that have been described in the previous chapter, it can be concluded as follows: Teacher profiles can be seen from several aspects, namely the source of understanding the 2013 Curriculum 77.3% comes from training and preparation of learning planning 74.9% also comes from training. Learning planning includes the preparation of a Learning Implementation Plan carried out before teaching and before the start of the semester with a percentage of 59.1%, Learning Objectives, preparation of teaching materials, preparation of worksheets, selecting

learning models and methods, and consideration of preparing an evaluation of learning outcomes for learning objectives and student characteristics.

4.2 Follow up plan

Based on the results of the screening of teacher profiles in Indonesia, this can be followed up as a report to related parties with an interest in improving teacher performance. In this case, the Education Office houses the schools which is the source of the data in this study. There are still many aspects of teacher performance that are still lacking, so it is necessary to provide further assistance by regions through schools so that there is an increase in teacher performance. If teacher performance increases, it will create a good teacher profile.

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