

An Analysis on Teachers' Professional Competence at SMP Muhammadiyah 3 Gending Probolinggo

Lufi Kartika Sari

Lecturer Language Center University of Muhammadiyah Malang

e-mail: loe_phie_sr@yahoo.com

Abstract: This research used qualitative method. Based on the findings, 1) teachers' professional competence was influenced by non-permanent teachers. They prioritize their main school instead of their subordinate school. It was proven by most of them teach carelessly, focused on textbooks and worksheets, do not develop teaching materials, copy and download teaching equipment; 2) school policies in SMP Muhammadiyah were based on government's instruction. Some others were initiated by the principal regarding the school condition; 3). the most significant supporting factor was teachers' main schools that held more trainings; 4) the inhibiting factors were fund, students, workforce, facilities, the evaluation of training, teachers' personality, and school management, society which was non-Muhammadiyah; government prioritized public schools.

Keywords: teachers' professional competence, instruction

Abstrak: Penelitian ini menggunakan pendekatan kualitatif. Dapatan kajian menunjukkan: 1) kompetensi profesional guru dipengaruhi oleh guru-guru tidak tetap. Mereka memprioritaskan tempat utama mengajar bukan. Hal ini terbukti dengan sebagian besar dari mereka mengajar sembarangan, berfokus pada buku pelajaran dan lembar kerja, tidak mengembangkan bahan ajar, dan hanya menggunakan peralatan mengajar dan tidak mengembangkannya, 2) kebijakan sekolah di SMP Muhammadiyah didasarkan pada instruksi pemerintah. Beberapa orang lain yang diprakarsai oleh kepala sekolah mengenai kondisi sekolah; 3). faktor pendukung yang paling signifikan adalah adanya pelatihan bagi guru; 4) faktor penghambat adalah dana, siswa, tenaga kerja, fasilitas, evaluasi pelatihan, guru, dan manajemen sekolah, masyarakat yang non-Muhammadiyah, dan sekolah negeri diprioritaskan.

Kata kunci: kompetensi profesional guru, pembelajaran

Teachers' quality reinforces the quality of education. The government notices the importance of the teachers' existence. The government requires the teachers in Indonesia to have some qualifications. In the National Constitution Act 14 year 2005 (chapter 4, article 8) about qualification, competence and certificate, "Teachers are required to have academic qualification, competence, education certificate, physically and mentally healthy, and have abilities to realize the goals of national education." In the Government Regulation Act 19 year 2005, article 28 section 2 and 3, academic qualification is a minimum level required for a teacher proven by a certificate. The competences that have to be possessed by teachers are pedagogic competence, personal competence, professional competence, and social competence (Kusnandar, 2010). If the teachers have not fulfilled the academic qualification and competence, they cannot be called a teacher.

However, teachers' quality at school is different. Some schools do not require teacher qualification and teacher competences as stated in the National Constitution and Regulation especially teachers' professional competence. It proves that there is a difference between the National Constitution and Regulation which are government's expectation, and practice which is reality at school. The problem itself comes from the schools as a place where education is held. Some schools still hire some teachers from non-educational study, some other teachers from educational study but the subject they teach and their background of study are not relevant and the other teachers who teach more than one subject for every grade.

It still happens at schools, especially, schools in suburb areas. It also happens in SMP Muhammadiyah 3 Gending. SMP Muhammadiyah is junior high school located in a village. This junior high school still implements some teachers who teach the subject, not based on their background of study and some teachers who teach more than one subject.

The difference between this research and the previous researches is that this research not only analyzes the professional competence of teachers who teach more than one subject but also analyze those who teach a subject which is relevant to their background of study and who teach a subject

which is not relevant to their background of study. Another difference is this school is private school; meanwhile, the previous researches were taken in public school. The other difference is this school is a Muhammadiyah school which is located around non Muhammadiyah society. Based on the description above, the researcher keens to analyze teachers' professional competence at SMP Muhammadiyah 3 Gending.

Research Design

The design of this research was descriptive research. It used qualitative research. This research used methodological triangulation. The data would be taken not only from one instrument but three different instruments, they were observation, interview, and document analysis

The setting of this research took place in SMP Muhammadiyah 3 Gending. SMP Muhammadiyah 3 Gending is a private junior high school which was located in a village. This school was the only Muhammadiyah School in the region of Gending where most of the societies were not Muhammadiyah. This school was located in one area with SD Muhammadiyah and SMA Muhammadiyah 3 Gending. This school had some teachers who taught a subject based on their study background. However, some other teachers taught a subject which was not relevant to their background of study. Even, there were other teachers who taught more than one subject.

The subject of research was the respondents of the research. They were the principal, the vice principal, and the teachers of SMP Muhammadiyah 3 Gending. The object of the research was the school where the research was conducted which was SMP Muhammadiyah 3 Gending.

The instruments of this research were as follows:

1. Observation; this research used non-participant observation where the researcher did not involve directly with the activities in SMP Muhammadiyah 3 Gending. Moreover, the researcher used structured observation. Therefore, the instrument of this observation was observation checklist.
2. Interview; the researcher used depth interview. The researcher used interview guide or interview schedule. The type of interview guide was using semi-standardized interviews (semi-structured interview). The researcher would not interview all teachers of SMP Muhammadiyah 3 Gending but only the representative of three types of teachers in SMP Muhammadiyah 3 Gending.
3. Document; the instrument was the documents themselves. They were teachers' teaching equipment, students' score, teachers' bachelor certificates, official letters and certificates of seminars, workshop and MGMP trainings, school personnel job description, school development planning and school curriculum.

Findings

Teachers' Professional Competence

The indicators to measure teachers' professional competence based on five main professional competences in the Regulation of the National Education Minister, No 16 year 2007 about the standards of teachers' professional competence were as follows:

Teachers' Mastery in the Materials, Structures, Concepts, and the Rules of Thought of Knowledge that Supports the Subject Taught

Teachers' competence in mastering the materials, structures, concepts, and the rules of thought of knowledge that supported the subject taught at SMP Muhammadiyah 3 Gending was average. It could be seen from students' score in one semester, teachers' teaching process in the class and teachers' academic qualification and certificates.

In every subject, teachers were required to have the minimal exhaustiveness criteria as students' standard of score to pass the subject. The minimal exhaustiveness criteria were the minimum of students' standard score. It was determined by teachers of the subjects in the beginning of semester. If students could not reach the minimal exhaustiveness criteria in the end of semester, both students and teacher could be called 'failed' in that subject. Those teachers' mastery in the materials and the delivery of subject were questioned. From students' final score in Semester 1 2012/2013, few teachers whose all of their students could pass the minimal exhaustiveness criteria (KKM). Some teachers could reach most of students who passed KKM. Some others could reach half of the total of students who passed KKM. Few teachers whose most of students could not pass KKM. Students could not reach the minimal exhaustiveness criteria in most of subjects.

Based on teachers' teaching process in the class taken from observation based on each teacher's subject from 6 September 2012 until 29 September 2012, most of teachers delivered the materials limited in what were stated in textbooks and worksheets. Although teachers could deliver the materials clearly, the materials were only from textbooks in library and students' worksheets. They merely tended to transfer what were stated in both textbooks and worksheets. They did not expand the scope and the deep of the materials. In fact, textbooks in library were limited and students' worksheets were almost never revised year by year. On the other hand, only few teachers expanded their materials not only based on textbooks in library and worksheets but also from other books, specifically books from their main schools. These teachers were those whose main schools were public junior high schools. The last, some other teachers could not deliver clearly. The students could not understand well what they taught. The period of these teachers' teaching was less than one year. Besides, they had never attended both trainings and MGMP meetings.

Based on teachers' academic qualification, all teachers had Bachelor degree proven by their Bachelor degree certificates. However, not all teachers' education background was relevant to their subject taught. Some teachers were from education field and some others were from non-education field. However, some teachers who were not from education field have already got Akta IV.

Moreover, most of the teachers had certificates of trainings and workshops related to their teaching subject. For teachers who taught more than one subject, most of their certificates were about the subject taught which was based on their background of study. Then, most of the non-permanent teachers had certificates from trainings of their main schools. Only two teachers did not have certificates of trainings because they had taught less than one year. Moreover, Teachers' lack was because of their duties. Most of the teachers taught more than one subject. Whereas one of the subjects they taught was irrelevant.

Teachers' Mastery in the Standards of Competences and Basic Competences of the Subject Taught

Teachers' mastery in the standards of competences and basic competences of the subject taught could be seen from teachers' teaching equipment and how teacher' apply the standard competences and basic competences in teaching process (from 6 September 2012 until 29 September 2012). Teachers' mastery in the standards of competences and basic competences of the subject taught could be seen from teachers' year program (PROTA), semester program (PROMES), syllabus, and lesson plan. Most of teachers had teaching equipment only for formality. They copied their teaching equipment from other colleagues or friends or downloaded from internet. They did not revise their teaching equipment. Their teaching equipment did not have any changes year by year. Only few teachers always revised their teaching equipment. For some of them, their main schools demanded them to revise their teaching equipment so that indirectly they revised their teaching equipment in SMP Muhammadiyah as well. The other teacher revised her teaching equipment because of her own initiative. She wanted to upgrade her professionalism.

Although school had a rule for teachers to make teaching equipment, the principal did not evaluate teachers' teaching equipment. Besides, from teachers' application on standard competence and basic competence in the class (observation held from 6 September 2012 until 29 September 2012), most of teaching processes in the class were not based on lesson plan. Teachers were still centralized the sequence of the materials in textbooks and students' worksheets instead of the syllabus and lesson plan.

Teachers' Teaching Development

Teachers' teaching development in SMP Muhammadiyah was still poor. It could be seen from teachers' teaching process (observation held from 6 September 2012 until 29 September 2012). Most of teachers did not develop their materials and teaching process in the class. The materials in lesson plan were not changed but the same as years before. Teachers depended on the materials that were existed in textbooks and students' worksheets. What teachers delivered to the students was what was stated in textbooks and students' worksheets. They did not develop the materials because the school did not have complete facility. Only science teachers rarely developed them. The school did not have any science laboratory and equipment to support them. They had to alternate the media and laboratory equipment. However, not all the materials that demanded experiments and media could be alternated

by other tools. For Biology teachers, they alternated the experiments and media by using simple tools or drawing the materials. For Physics teacher, she occasionally used game to develop her teaching and materials. However, it would spend much time. Then, it would not work, if it applied in seventh grade. Thus, she very rarely applied the game to eighth and ninth grades.

Teachers' Continual Development of Professionalism

Teachers' development of their professionalism in SMP Muhammadiyah was average. It could be seen from their action research, self-improvement, and the reflection of their performance. None of teachers implemented action research or any research writing. Principal and vice principal implemented a research but not action research. They researched the implementation of school programs. Mostly, teachers stated that they would do action research because only being scheduled to attend certification program not because of their profession or their willing to improve their students and class. Action research was one of the requirements to join certification program.

For self-improvement, all teachers enhanced their proficiency only from MGMP activities and trainings. They learned from books but the books were limited only some textbooks in library. They only depended on textbooks. Their enhancement was obstructed by the lack of facility.

Several teachers used internet on mobile phone to improve their proficiency because school did not have internet network. The internet on mobile phone was limited so that teachers did not depend on it.

Based on teachers' reflection of their performance, most of teachers would work only depending on principal's mandate and reward. Teachers were passive. Teachers taught in the class only as duty without considering the quality of teaching process and knowledge that they transferred.

Teachers' Utility of Information Technology and Communication

All teachers' competence in utilizing information technology and communication was less. It could be seen in teachers' teaching process (observation held from 6 September 2012 until 29 September 2012). All teachers almost never used ICT in their teaching process. They also rarely utilized ICT in both self-improvement and teaching development. They were only focused on textbooks and students' worksheet. Even teacher of information technology and communication rarely used ICT in the class.

Thus, he mostly delivered the materials theoretically because the school did not have any computer laboratory. Besides, the school did not have internet network. It could obstruct the teachers' utility towards information technology and communication not only to teachers' development but also to teaching and learning process at school. Not all teachers had laptop. The school also had not held ICT training yet.

From the explanations of teachers' five main competences at SMP Muhammadiyah 3 Gending above, teachers' professional competence was still poor. Most of teachers only owned seven criteria of the criteria of teachers' professional competence. Only a few teachers owned nine of the criteria of teachers' professional competence but it was still included poor. All of teachers at SMP Muhammadiyah 3 Gending only owned few criteria of teachers' professional competence.

School Policy Concerning the Enhancement of Teachers' Professional Competence

School policies of SMP Muhammadiyah 3 Gending concerning the enhancement of teachers' professional competence were as follows:

1. The principal and the vice principal had the same statement that the school gave a chance to teachers to enhance their professional competence. The key was from the teachers themselves. Teachers' awareness and initiative were important to develop their proficiency. However, the principal still supervised them.
2. The principal gave invitation and appealed teachers to share with some other teachers who taught the same subject.
3. School sent teachers to the trainings, workshops, and MGMP communities
4. Non-permanent teachers were permitted to attend trainings from their main school. Most of teachers in SMP Muhammadiyah were non-permanent teachers. Most of their main schools were not SMP Muhammadiyah 3 Gending. Besides, their main schools held more trainings than SMP Muhammadiyah 3 Gending.

5. The school motivated teachers to study again based on the major of the subject they taught. The fund could be from teachers themselves or donation.
6. The supervisors from both Muhammadiyah (DIKDASMEN) and local government (DIKNAS) came to the school. These supervisors supervised the school activities or held trainings or workshops.

All these school policies were stated in school documents which were school personnel job description, school curriculum and school development planning. Some of school policies were those that were suggested by government. Some others were initiated by the principal himself regarding the school condition. SMP Muhammadiyah 3 Gending was concerned in enhancing teachers' professional competence. It proved that school policies concerning the enhancement of teachers' professional competence at SMP Muhammadiyah 3 Gending was good.

Supporting Factors Concerning the Enhancement of the Teachers' Professional Competence

1) Internal Supporting Factors

Some internal supporting factors to enhance teachers' professional competence were as follows: a) teachers were involved to attend trainings, workshops, and MGMP because the target was students. The amount of the teachers who were sent to those trainings and workshops depended on the invitation; b) principal permitted teachers to study again based on the subject they taught.

2) External Supporting Factor

The most significant external supporting factors were from other schools where some teachers taught. Non-permanent teachers had double benefits. They obtained trainings, workshops, and MGMP from both schools. Their main schools more frequently held trainings and workshops than SMP Muhammadiyah 3 Gending.

Inhibiting Factors Concerning the Enhancement of the Teachers' Professional Competence

1) Internal Inhibiting Factors

Some internal inhibiting factors were as follows:

- a. The most crucial obstacle to enhance teachers' professional competence was the fund and salary. 99% students were from poor family. Besides, teachers' salary was under regional minimum wage (UMR). The principal's salary was 300 thousand rupiahs and vice principal's salary was only 150 thousands rupiahs. The main fund was only from the operational cost of the school (BOS). Furthermore, for lunch, this school relied on the donation from Muhammadiyah people who were scheduled to deliver lunch meal everyday.
- b. Some students were abnormal and disable. Some others were not accepted or expelled from public school. Besides, Students could not understand Indonesian well. Meanwhile, not all teachers understood students' traditional language.
- c. Teachers' personality had to be fixed. Most of teachers were still not discipline. Teachers' responsibility and solidarity were low. They tended to wait for principal's mandate to work. Some teachers' involvement in school activities was participative. Teachers frequently carried personal problems to the school.
- d. The workforce was still less. Teachers were also in charge to be superintendent, counselor, and in management structure. A sport teacher was in charge as administration officer and librarian. Besides, many non-permanent teachers were in charge in these positions. These teachers were not always at school. Consequently, their duties were overload and not effective.
- e. The school management was low.
- f. The school did not have complete facility. It did not have either language laboratory, science laboratory nor computer room. Besides, SMP Muhammadiyah did not have any facility and media to support teaching process, for example, torso.
- g. The school had never followed up the result of the trainings. There was no program to report the result of the trainings to the principal and other teachers. Besides, the result of the trainings had never been applied at school. Therefore, the skill and knowledge were only stuck in certain teachers.

2) External Inhibiting Factors

Some external inhibiting factors were as follows:

- a. The society surrounding the school did not support the existence of this school. This school was located in the middle of non-Muhammadiyah society.
- b. Government separated between MGMP private school and public school.

Discussion

Teachers' professional competence was influenced by non-permanent teachers. The existence of non-permanent teachers caused they were not focused on SMP Muhammadiyah 3 Gending as their subordinate school. Non-permanent teachers often left teaching schedule because of their main schools' activities. Consequently, most of the teachers had to teach irrelevant or more than one subject. Besides, teachers had over duties. Regarding the explanation above, it was proven that having permanent teachers at school was very important.

The most important was school need permanent teachers who did not teach in other schools. It could be called one-school-permanent teachers. One-school-permanent teachers were permanent teachers who taught only in one school. In some cases, not only non-permanent teachers who taught in two or more different schools but permanent teachers also taught in more than one school. One teacher could be both permanent and non-permanent teacher in different schools. It depended on which school was their main school. Main school was the school where teachers obtained the subsidy from government. Meanwhile, the school where non-permanent teachers taught to complete their 24-hour teaching could be called subordinate school.

Generally, teachers would prioritize their main schools instead of their subordinate schools as they obtain the subsidy from their main schools. The terms of permanent and non-permanent teachers appeared because of governmental regulation. In the Regulation of State Minister for the Empowerment of State Apparatus No. 16 year 2009 about functional position of teachers and the credit score Chapter II about the cluster of occupation, kinds of teachers, teachers' position and main duties article 5 point 2, teachers' load of duties to educate, teach, guide, present and/or train as stated in point 1 at least 24 hours of meetings and the most is 40 hours of meetings in one week. Because of this regulation, teachers had to teach minimally 24-hour meetings in a week.

However, both SMP Muhammadiyah or other schools could not provide 24-hour teachings for teachers. Thus, to fulfill their 24-hour teaching, teachers had to teach in other schools. If teacher could not fulfill 24-hour teachings, they could not gain the subsidy from government and would be difficult to join certification program. As result of this situation, teachers could not focus on only one school. They had to sacrifice their subordinate school when it was related to their main school activities.

Non-permanent teachers at SMP Muhammadiyah 3 Gending were teachers who taught just to complete their 24-hour meetings because they could not complete it in their main school. The solution was subordinate school has to decrease non-permanent teachers. However, the problem was some schools including SMP Muhammadiyah 3 Gending did not have enough fund to hire teachers. Besides, they could not either fulfill permanent teachers' 24-hour meetings. The choice was they also had to teach in other schools.

Owning permanent teachers at school was very important to make school activities more stable. School could decrease the percentage of teachers' permission to leave the class or skip teaching schedule because of their main school activities. Permanent teachers were more focus on their main schools. They would more focus on students' activities and problems, as their attendance was more at their main schools. Permanent teachers were always at their main schools whenever students needed them. Certainly, permanent teachers' professionalism was better than non-permanent teachers' were. The sense of belonging of permanent teachers was to their main school. They would work harder for their main schools.

In school policies concerning the enhancement of teachers' professional competence, most of non-permanent teachers were rarely involved in school's enhancement of teachers' professional competence. Almost all non-permanent teachers obtained their enhancement from their main schools instead of their subordinate schools. Sometimes they did not attend trainings in their subordinate school because they already attended the same trainings in their main school. Besides, they did not always stay everyday at their subordinate school. Mostly non-permanent teachers had teaching schedule between one to three days. Meanwhile, permanent teachers who also taught in other schools

had teaching schedule between two to four days. Furthermore, mostly, non-permanent teachers often had activities in their main school at the same time as their subordinate school. Therefore, the existence of non-permanent teachers also affected school's enhancement of teachers' professional competence.

In other words, the regulation of teachers' duties that teachers had to teach 24 hours in a week impacted teachers' professionalism and school's enhancement of teachers' professional competence. Non-permanent teachers were less professional concerning their activities and duties in their subordinate schools. Besides, it also affected the enhancement of teachers' professional competence in subordinate schools. The enhancement could not be implemented maximally if most of teachers were still non-permanent teachers.

Therefore, government should reconsider about 24-hour meetings regulation. It affected teachers' professionalism and the implementation of teachers' enhancement of professional competence. The impact could be decreased if there was additional regulation. There should be requirements for main and subordinate schools that permanent teachers in their main schools should be more than 50 to 75%. Most of these permanent teachers should be those who did not teach in other schools. For permanent teachers who also taught in other schools, their teaching schedule in their main school should not less than 4 days. For subordinate schools, there should be limitation for the existence of non-permanent teachers. It could be less than 30% in order to avoid unprofessionalism of non-permanent teachers. Moreover, every subject needed minimal one permanent teacher to maximize the enhancement of teachers' professional competence especially for attending trainings and MGMP community.

From the explanations above, it could be concluded the existence of the National Regulation about teachers' duties must have 24-hour meetings in a week impacted teachers' professionalism. The existence of non-permanent teachers in subordinate schools impacted the decrease of teachers' professionalism. Then, it should be underlined that it was very important for school to have permanent teachers to make school activities more stable and to keep teachers' professionalism.

Suggestions

1. For School: First is the program of teachers' subject teamwork. All teachers will be divided into some groups based on their subject taught. For those who teach more than one subject, they will have more than one group as well. These groups are supposed to enhance teachers' professional competence because their main schools are different. This group will hold discussion, sharing knowledge, creativity, and problems related to the subject. Secondly, a group for teachers who teach in the same class is also important. The target is students. The last is teachers are compulsory to report any activities related to the school and their enhancement to the principal. These programs are not only expected to enhance teachers' quality but also to improve teachers' relationship between both other teachers and principal.
2. Private MKKS and MGMP Community: MKKS as the organization that support activities in private school should emphasize any activities related to teachers. MGMP community should be more active. Although the local government does not support it unlike MGMP for public school, MGMP for private school must enable to be independent and stand by its own.
3. Local government: Local government is expected to support private school activities to enhance teachers' professional competence as well as public schools. Local government should hold trainings and MGMP together between private and public schools.

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