

Meta-Analysis of Teacher Profession Education Policy in Indonesia: Professionalism Perspective

by Winardi Winardi

Submission date: 16-Jan-2020 01:18PM (UTC+0700)

Submission ID: 1242540309

File name: 15._PROSEDING_INTERNASIONAL_KHONG_KAEN_2015.pdf (1.05M)

Word count: 9056

Character count: 54301



ICER 2015

THE 8th INTERNATIONAL CONFERENCE
ON EDUCATIONAL RESEARCH

" Challenging Education for Future Change "



11-12

September 2015

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Faculty of Education, Khon Kaen University, Thailand





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The 8th International Conference on Educational Research
Challenging Education for Future Change
Faculty of Education, Khon Kaen University, Thailand
11 - 12 September 2015

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Faculty of Education, Khon Kaen University, Thailand



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The Consortium of Sixteen Education Dean (Group 16), Thailand
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Proceedings
The 8th International Conference on Educational Research
ICER 2015

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Published 650 copies (CD-Rom)

ISBN: 978-616-223-543-6

Klungnana Vitthaya, Khon Kaen,
THAILAND

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Produced by Faculty of Education,
Khon Kaen University

National Library of Thailand Cataloging in Publication Data

¹²
Faculty of Education Khon Kaen University.

ICER 2015-**Proceedings: The 8th International Conference on Educational Research: Challenging Education for Future Change**.--: Faculty of Education Khon Kaen University, 2015.

1124.

1. Educational Science -- Conference. 2. Education -- Research -- Conference. I. Title.

ISBN: 978-616-223-543-6

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Meta-Analysis of Teacher Profession Education Policy in Indonesia: Professionalism Perspective

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Abstract

This study aimed to analyze the conceptual design of teacher profession education program as a model of organization of teacher education policies which has goal to prepare professional teachers. The study raised questions: (1) how is the coherency of the conceptual design of professional teacher profession education program, (2) how is the accomplishment model of the teacher profession education program, (3) how is the impact of the use of the professional teacher profession education model.

The library research design was used in this study by applying meta-analysis. The data which examined were law and legislation of education and national education standard of Indonesia. The data were analyzed by comparing teacher education program and also the history of its in Indonesia.

The result of the study showed that the coherency of conceptual design of the teacher profession education program is low in both professional teacher concept and also toward the law and the legislation of national education. The model of teacher profession education program was accomplished by using consecutive model which oriented on subject matter. As the effect of model in the teacher profession education program, the competence of the teacher was more dominant on subject matter than the pedagogic, social and personality competency.

Keywords: *meta-analysis, policy, professionalism, teacher*

Introduction

Policy analysis is one of the study are to understand and assess the coherence of a policy (Suhardjono, 2011), which in this case, educational programs teaching profession (PPG). This policy approach taking power man- approach, because it is more focused to the rational consideration in order to create availability of human resources (human resources) quality (Rohman, 2002), which in this case need to be a professional teacher.

National Education Minister Regulation (Permendiknas) No. 8 Year 2009 which became the basis of the teaching profession education programs policies, has promoted understanding of teaching profession education programs policies as a professional education programs are organized to prepare undergraduate students of education and S1 / D-IV non-educational who have the talent and interest in becoming teachers to master the competence of teachers in full compliance with the standards national education so as to obtain a professional teaching certificate in early childhood education, elementary education and secondary education. Professional education is higher education after an undergraduate program that prepares students to have jobs with specific skill requirements (Article 1).

This notion has shown the rationality of the policy that led to the understanding of the human resources vision of policy makers, in this case the ministry of national education, as a form of implementable policy from the policy in a higher level, namely the Law of the Republic of Indonesia number 14 year 2005 (Act Teachers). This law outlines that the teaching profession minimally educated to degree level (S1) or Diploma (D-IV) both educational and non-educational (Article 9), have the same opportunity to be appointed as a teacher in the educational unit particular after obtaining a teaching certificate (Article 12).

This political decision implies that the teaching profession is a profession that is "open", because the juridical and academic entitled to be entered by anyone who has a bachelor's degree (S-1) or Four Year Diploma (D-IV). They are not prepared as an undergraduate education to become a teacher simply follow education "certification" of the teaching profession to obtain a certificate as a professional teacher. On the other hand S-1 graduate education to qualified professionals through teaching certificate is no longer recognized as a teacher's professional license, even if the deed the teaching certificate is obtained before 2005 when the issuance of Teachers Act. (Nurulpaik, 2008).

Tragically, even if the holder of the certificate IV has had experience working as a teacher more than 20 years should follow certification through portfolio assessment or the education and training of the teaching profession (*PLPG*). Though the teacher certification, essentially a competency test. (National Education Minister Regulation No. 11 Year 2011 Jo. No. 10 Year 2009 Jo. 18 of 2007). In other words, that the education of qualified teachers S-1, has a teaching certificate, have experience working as a teacher of 20 years, before passing the certification is a teacher "amateur" (not yet professional). Even teachers who have obtained the certificate of educators was considered not showing professional performance.

Profession is measured based on the interests and level of difficulty which are owned (Karsidi, 2005), it is true especially when juxtaposing two professions, such as teaching profession and doctors. The medical profession has long been recognized and appreciated by the State and society, while the teaching profession was not yet ten years old. The teaching profession often narrowly interpreted merely as a particular type of work without seeing his professional principles, so that anyone can become a teacher without any "censorship" and sanction "malpractice" of professional organizations and government.

Yet the meaning of a profession contained therein certain aspects of science, application capabilities/skills, and relating to the public interest, is also a standard measurement of the teaching profession (Gilley and Egglund, in Karsidi, 2005). Perspective on aspects of the profession obviously affect the professional process, which is an evolutionary process that uses a systematic approach to develop the organization and the profession towards improving the status (Karsidi, 2005).

Gilley and Egglund (in Karsidi 2005) say that professional meaning can be approached with four perspective approaches: (1) The philosophical orientation; There are

three approaches, namely the first emblem of professionalism are the certificates, licenses and accreditation. However, the use of this symbol is not desirable because it is associated with formal rules. The second approach was the attitude of the individual, namely the development of individual attitudes, personal freedom, public services and the rules of a personal nature. It is important that the individual holders of professional services is recognized by and useful to users. The third approach: eclectic, that approach procedures, techniques, methods and concepts from a variety of sources, systems, and academic thinking. The process of professionalization is considered a union of ability, the results of certain agreements and standards. This approach holds that individual views will not be better than the collective view of the mutually agreed. Professional certification is necessary, but depending on the demands of its users. (2) The development orientation; emphasis on the development of professionalization six steps, namely: (a) starting from the informal association of individuals who have an interest in the profession; (b) the identification and adoption of specific knowledge; (c) the practitioner is usually then formally organized in an institution; (d) dealing on the requirements of the profession based on experience or specific qualifications; (e) determination of the code of ethics; and (f) revision of the requirements based on qualifications specific (including academic terms) and experience in the field. (3) Orientation Characteristics; there are eight characteristics of professionalization development, one with the other interrelated, namely (a) the code of ethics; (b) organized knowledge; (c) the expertise and competence of a special nature; (d) the minimum required level of education; (e) a certificate of expertise; (f) certain process before taking the profession to be able to assume the duties and responsibilities; (g) the opportunity for the dissemination and exchange of ideas among members of the profession; and (h) the disciplinary action and certain restrictions in the event of malpractice by members of the profession. (4) Non-traditional orientation; which states that a person with a given field of science should be able to see and formulate the unique characteristics and needs of a profession. Therefore, it is necessary to identify the essential elements for a profession, for example, including the importance of professional certification and the need to standardize the profession to test the feasibility of the needs of the field.

The figure of professional teachers, either by Teacher Act or government regulation on National Education Standard, has shown that the main pillars of professionalism of the teacher lies in possession of academic qualifications, competence, and professional teacher certificates. But unfortunately there are sorting pedagogical competence and professional competence which can cause confusion (Barliana & Yusa, 2008). In fact, there is also ambiguity of meaning (ambiguity) about the professional competence of the explanations contained in the Education Act and the government regulation on National Education Standard (Muiz Lidinillah, t, th.).

Thus the most important thing for a teacher have the opportunity to develop professionalism in a sustainable manner, then the teacher will get richer abilities (competencies). As explained by Baedhowi (2009) in Parker J. Palmer, *The Courage To Teach* (2004) and Charlot Danielson, *Enhancing Professional Practice: A Framework for Teaching* (1996) on the model of the professional teacher who has two aspects: basic skills (foundation skills) and strategic components (critical component). Basic skills is a skill that is integrated and embedded within a professional teacher includes the ability to communicate, collaborate, technology, and evaluation. While the strategic components (critical component) is the basic capital in carrying out the study, including the ability of the substance in the field of knowledge, pedagogy, leadership, and personal attributes.

Theoretically there were two models of teacher education provision, first, concurrent models. According to this model teacher preparation is done in a single breath, a single phase, the mastery of the field of study (subject matter) with pedagogical competence. This model is used for more than 50 years in organizing the teacher education in Indonesia. The second model is consecutive model. Assumptions used in this model requires the preparation of teachers conducted in the breath or a different circuit. That is, prospective teachers previously trained in setting educational institutions educators. They are scholars fields of science, then after that go through further education in educational institutions educators to obtain a certificate of education (teaching certificate), which is positioned as the license of the teaching profession. This model requires first scholar in the field of education and then follow the teaching certificate as a professional certification education.

Method

This research was used meta-analysis method. Meta-analysis is a research study conducted by way of summarizing, reviewing and analyzing the study data from several previous studies (Neill, 2006). By using meta-analysis, a variety of questions can be traced by all the questions logically and data are available to answer the research questions. Meta-analysis introduces a series of quantitative technical analysis which enables the synthesis of various studies. Analysis in the meta-analysis is based on the availability of information artifact of any research results. In other words, before integration, the first integration, the first correction of artifacts or imperfections research (Sugiyanto, 2002). Hunter and Schmidt (1990), say there are at least 11 artifacts that can be used as a criterion to understand why there are difference in the results of research on the similar topic that needs to be corrected. They are: (1) the sampling error; (2) the measurement error in the dependent variable; (3) errors in the measurement of the independent variables; (4) the dichotomy in the dependent variable; (5) the dichotomy in the independent variable; (6) variations in the range of independent variables; (7) artifacts attrition; (8) imperfection construct validity in the dependent variable; (9) imperfection construct validity on the independent variable; (10) error reporting or transcriptional; (11) the variance caused by external factors.

The sample were research article under the topic of teacher profession education policy in Indonesia. The data which examined were law and legislation of education and national education standard of Indonesia. The data were analyzed by comparing Teaching Profession Education Program and also the history of its in Indonesia. The choosing of the research sample was done by considering the sample type, the year of publication, the research article use Bahasa Indonesia. The steps of gathering data as follows: (1) choosing the research according to the criteria; (2) assessing the quality of the research article; (3) gathering the result of the research article. The data gathered was analyzed by quantitatively by using statistical meta-analysis procedure and also describe qualitatively.

Finding

There were 5 (five) samples in which they are relevant to be taken as the sample according to the sample criteria. Since the meta-analysis result was summarizing, reviewing and analyzing the study data from several previous studies, so this research identify that the mean of the sample, mainly on the correlation score is bigger than the significant level (correlation is significant at the 0.05 level). See table below.

Table 1

SAMPLE	N	F	R	T
1	28	4,90	0,40	2,21
2	44	8,90	0,45	2,98

3	60	44,2	0,86	6,67
4	42	4,84	0,46	2,20
5	104	9,06	0,30	3,06
MEAN		14,38	0,49	3,42

The correlation on the data sample measure the correlation of the teaching profession education program in which it is significant in proving that the program of Teaching Profession Education has no correlation with the teacher quality toward professional teacher. Based on meta-analysis calculations above, it can be concluded that the result of the research sample is higher than the significant level ($0,49 > 0,05$), means that the result of the data indicate there were no correlation on the Teaching Profession Education and the professional teacher.

The description analysis from all sample research result showed that the coherency of conceptual design of the teacher profession education program is low in both professional teacher concept and also toward the Act and the Regulation of National Education. The model of teacher profession education program was accomplished by using consecutive model which oriented on subject matter. As the effect of model in the teacher profession education program, the competence of the teacher was more dominant on subject matter than the pedagogic, social and personality competency. Moreover, Teaching Profession Education Program policy does not have a clear size. This is because there is no valid data and strong distribution and the needs of teachers before a policy is run. Thus, it cannot be said that the Teaching Profession Education Program will be able to ensure professionalism in their work. There are some factors that affect the performance of teachers, for example, talents, interests, experience, and education. Meanwhile, the educator's certificate as a result of Teaching Profession Education Program merely formal legitimacy that a person administratively qualified to obtain a teaching certificate, however, it can encourage a teacher to improve professionalism in teaching.

Teaching Profession Education Program policy makers do not analyze personality and social competence of the students, except for pedagogical competence that considered as academic ability and professional competence. Yet in reality undergraduate students of education has supplied four competencies by university through real teaching practice, though may be considered rudimentary. Therefore, the study curriculum of Teaching Profession Education Program is explicitly only develop on two competencies, namely the pedagogic and professional competence. But implicitly also develop personal and social competence, although it is not intensively.

The low competence on the Teaching Profession Education Program associated with the choice of model of Teaching Profession Education Programs as stated previously on this sub chapter, it is the consecutive model. The advantage of this model is considered to have a better mastery on the subject matter, but the weak aspects are on pedagogical, social, and personality. With consecutive models this means that competencies acquired through Teaching Profession Education Program is in the scale of 1:3, the professional competence is good but three competencies (pedagogical, personality, and social) is weak, whereas four of the teacher's competence is something intact. The confusion on the academic conceptual in setting the frame of thought on the Teaching Profession Education Program as a result of superficial thinking to the contents of Article 8 of Law of Teachers, therefore it cannot distinguish between profession education and professional education of consecutive teachers.

Recommendation

a) The weakness on the conceptual design of Teaching Profession Education Program Pre-positions can be improved by adopting the Teaching Profession Education Program for Teachers in-position, especially in the academic qualifications of the participant which require teaching experience, and/or implement policy of "school-based induction of beginning teachers" as a condition of obtaining a certificate educators.

b) The policy on Teaching Profession Education Program as well as certification on profession of teacher, should be more focused on the implementation of Teaching Profession Education for Teachers in-position, because it guarantees the realization of professional teachers than Teaching Profession Education Program on pre-position.

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