

PROCEEDING INTERNATIONAL CONFERENCE ON ISLAMIC EDUCATION (ICIED)  
 "INNOVATIONS, APPROACHES, CHALLENGES, AND THE FUTURE"  
 FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
 UNIVERSITAS ISLAM NEGERI (UIN) MAULANA MALIK IBRAHIM MALANG  
 23-24 OF NOVEMBER, 2017  
 e-ISSN 2613-9804 p-ISSN 2477-3638  
 VOLUME: 2 YEAR 2017

---

**MANAGEMENT OF TEACHER PROFESSIONAL DEVELOPMENT  
 (CASE STUDIES SCIENTIFIC PUBLICATIONS OF TEACHER IN SAMBAS, INDONESIA)**

**Serli**

Institut Agama Islam Sultan Muhammad Syafiuddin Sambas, Indonesia  
 serlimahrus@gmail.com

**Abstract.** This paper is a case study to identify elements of teacher competence development in the ongoing professional development of teachers in Sambas, Indonesia. Quite difficult to ensure that the implementation process of teacher professional development today, including how the teacher reaction to the declaration of functional regulation of teachers and credit figures that has been in effect since 2013 a go. So the goal of this research is to identify the concept, implementation and management of the response of teachers to the teacher professional development, particularly in the field of scientific publications. This study used a qualitative descriptive approach, as a basic introduction to the field (*grand tour of observation*), carried out with the documentation and interviews with technique. *purposive sampling* The findings were obtained: (1) The concept of teacher professional development in the field of scientific publications Sambas district is still not arranged in a programmed and systematic, they are self-supporting, the government has not directly organize scientific papers training; (2) Development of professional competence of teachers is implemented on a limited basis by organizing training scientific papers by involving non government organization, the Department of Education and Teachers; (3) The implementation of teacher professional development policies vary by teachers responded, as an opportunity or a threat to the profession as a teacher career advancement. The results of this paper form the basis of teacher professional development program for teachers and decision making, the school, as well as educational and cultural offices.

**Keywords:** Education Management; Teacher Professional Development

## **A. INTRODUCTION**

Recognition of the duty of teachers as professionals is the issuance of Law No. 20 of 2003 on National Education System, Law No. 14 Year 2005 on Teachers and Lecturers and Government Regulation No. 19 Year 2005 on National Education Standards. It helps teachers to always develop in a sustainable keprofesiannya. Implementation of continuous professional development program is expected to improve the pedagogical, professional, social and personality to meet the needs and demands of the future relating to the profession as a teacher. (Pusat Pengembangan Profesi Pendidik, 2012)

In accordance with the mandate of the Minister of State Apparatus and Bureaucratic Reform No. 16 of 2009 on Functional Teacher and credit figures, continuing professional development is one of the main elements of a given number of credits for promotion / functional position of teacher.

In an effort realization of teacher performance appraisal are implemented starting in January 2013, System Development and Teacher Professional Development, as the first step in the implementation of training and professional development of teachers, by mapping the performance profile of a teacher using an evaluation instrument in the beginning of the school

year, the results of which are used as a reference in planning for sustainable professional development program that will be implemented throughout the school year. Implementation of continuous professional development for teachers who have done or have not yet reached the standards set. Each end of the school year, an assessment of teacher performance, where the result is a picture obtained by improving the competence of teachers after carrying out continuous professional development in the current year and also used as a basis for determining the number of credits a major element of the sub-elements of learning / guidance for the year. The results of the previous year teacher performance assessment and self-evaluation include the results of the current year, then used as a reference for ongoing professional development plan for the next year. (Pusat Pengembangan Profesi Pendidik, 2012)

The reality of current conditions of teachers as reported by JPNN (January 11th 2015), there are about 800,000 teachers stopped in the rank of Group IV/a. (<http://www.sekolahdasar.net>, 2015) Based on the hypothesis the researchers, the number of stagnation teachers will become even more pronounced after the Implementation the ministerial regulation number 16 of 2009 the activities of professional development in the form of scientific publications and / or innovative work should begin by teachers in class III / b will go up to level III / c (article 17, paragraph 2).

In connection with the above description, the professional development through coaching and training and focus required of teachers who want to improve their professionalism. The important aspects related to the development of management is an aspect of the concept, implementation and impact. Therefore, this study tried to examine the management of teacher professional development aimed at continuous professional development studies the field of scientific publications in Sambas district, Indonesia.

This study was focused to answer the problem of research as follows:

1. How does the concept of development of professional competence of teachers in Sambas district West Kalimantan, Indonesia?
2. How to implement ongoing professional development in the field of scientific publications Sambas Regency West Kalimantan, Indonesia?
3. How is the response of teachers to professional development policies in the field of scientific publications Sambas Regency West Kalimantan, Indonesia?

This study is the initial activity and gradual to identify and analyze management professional development of sustainable teachers in scientific publications, especially in Sambas district, more specifically is to identify the concept and implementation of the development of professional competence of teachers in the program of professions sustainable field of scientific publications in Sambas district as well as to know the teacher's response to this policy.

The results of this preliminary study having value as an initial effort of teacher professional development. Through this preliminary study is expected to provide a practical contribution to the thinkers and practitioners, and particularly to researchers in order to formulate and / or carry out advanced research related to innovative policies and getting clarity related *positioning* of resources and competence of teachers in the great discourse of professionalism. Later this research would be useful to teachers in an effort to develop their professionalism, especially in the field of scientific publications and careers of teachers.

## **B. THEORY AND METHOD**

### **1. Management Concept of Human Resource Development**

Management within an organization, as a tool, or the art of managing resources so that they can run efficiently, effective, and can achieve the expected goals. Richard L. Daft describes management as the process of achieving organizational goals with effective and efficient manner through planning, organizing, leadership, and control of resources organizations.

(Daft, 2002) It also expressed similar by James A.F. Stoner (1996). Here are some expert opinion about management functions:

Table B.1 Management Functions

Terry	Fayol	Gullick	Dale	Koonts & O'Donnell	Newman	Stoner	Deming
Planning	Planning	Planning	Planning	Planning	Planning	Planning	Planning
Organizing	Organizing	Organizing	Organizing	Organizing	Organizing	Organizing	Organizing
Actuating	Commanding Coordinating	Staffing Directing Coordinating	Staffing Directing Innovating Representing	Staffing Directing	Assembling of Resources, directing	Leading	Action
Controlling	Controlling	Reporting, Budgeting	Controlling	Controlling	Controlling	Controlling	Check

Source: T. Hani Handoko, 1986:22, Benyamin Liputo, 1988:16-17, Nanang Fattah, 1996:13

Based on the opinion of the management functions, there are similarities are reflected in the functions of *planning*, *organizing* and *controlling*. While the function of *actuating* / *staffing* / *leading* in principle contain the same substance. Of course it is departing from its own experience and perspective on the shape and organization system that continues to grow.

When it comes in the context of the development of education means a process of gradual change is more widespread and deeply and thoroughly and can attain perfection and maturity. (Arifin, 1993)

From the definition above can be understood that that human resource development is a process of gradual change through education planned to power or capability that is owned by someone in the form of the intellect, creativity, initiative and the work is still stored in itself as a potential energy ready to achieve goals.

## 2. Implementation of Sustainable Teacher Professional Development Program.

Continuous professional development is an ongoing learning program for teachers in an effort to bring the desired changes. PKB includes three things: the implementation of self-development, scientific publications and innovative work. Continuous professional development activities include planning, implementation, evaluation, and reflection that are designed to improve the characteristics, knowledge, understanding and skills. (Pusat Pengembangan Profesi Pendidik, 2012)

As illustrated in the diagram *below*, through the evaluation cycle, reflecting the learning experience, planning and implementation of teacher professional development activities on an ongoing basis, it is expected that teachers will be able to accelerate the development of pedagogical, professional, social, and personality to progress his career. (Pusat Pengembangan Profesi Pendidik, 2012)

Teacher Professional Development System by mapping profiles teacher performance, using the instrument of self-evaluation at the beginning of the school year, the reference in planning the Teacher Professional Development (TPD) program, in Indonesia is PKB (Pengembangan Kerpofesian Berkelanjutan). Each end of the school year, do evaluation, the result is a picture of increased competence, became the basis for determining the number of credits a major element of the sub-elements of learning /guidance for the year. The results of the previous year teacher performance assessment and self-evaluation include the results of the current year, then used as a reference TPD planning for the next year. (Pusat Pengembangan Profesi Pendidik, 2012) Career development of teachers demonstrated through



Graph B.1 Flow Development and Teacher Professional Development

Increased competence in the end not only aims to improve the professionalism of teachers in service quality education, but also implies an increase in the ability to execute its primary task in learning and obtaining the number of credits for development. Career In the educational institutions do with upgrading (inservice training), in the form of refreshment and improvement (*refreshing and upgrading*). (Udin Saefuddin Saud, 2008)

### 3. Teacher Professionalism Development Impact on the Performance of Teachers in Sambas.

Activities of teachers in the development of professionalism will be visible from the teacher's performance. Is the result of achieved and can be demonstrated by the quality of work, timeliness, educating, teaching, guiding, directing, train, assess and evaluate student.

Sustainable of Teacher Profession Development Program (TPD/PKB) is directed to close the gap between knowledge, skills, social competence and personality they have now with what the future demands related to the profession. Teachers can meet the standards and develop competencies so as to carry out its main tasks effectively according to the needs of learners for life in the future. (Pusat Pengembangan Profesi Pendidik, 2012)

Element of Continuous professional development includes an element of self-development, scientific publications and innovative work. (Peraturan Menteri Negara Pendayagunaan Aparatur Negara dan Reformasi Birokrasi Nomor 16 Tahun 2009) As for the impact HRD teacher does is increase the effectiveness and efficiency of teacher utilization of human resources; motivation, commitment and consistency to achieve goals; Teachers will be professional; academic and non-academic qualifications will increase. (Edi Sutrisno, 2012)

In connection with the above description, guidance and proper training and direction needed by every teacher who wants to continue to improve their professionalism. Among the problems raised at the surface is the competence of teachers in scientific publications. Then the professional development of sustainable field of publications scientific have an impact on the quality of teachers and career development.

### C. RESEARCH METHODS

This paper is a preliminary study that serve as the basic introduction to the field (*grandtour of observation*) for snapshot the objective conditions in the field. This paper uses qualitative descriptive approach. Source data is restricted to a few respondents with technique purposive sampling. Informans in this study consisted of several teachers who have been trained on scientific paper program, a school principal, a supervisor and an employee of the

education department, Chairman of Teacher Association, and chairman in the Ministry of Religion. Data was collected by documentation and interview.

#### D. RESULTS AND DISCUSSION

Based on the focus of the research that has been formulated previously, the researchers find some things related to the concept of teacher professional development and sustainability in areas scientific publications.

##### 1. Concept of Teacher Professional Development in scientific publications in Sambas district, West Kalimantan, Indonesia.

Based on the review of the document (guidance book of teacher training and teacher data) and interviews, that the TPD in Sambas district is actually the responsibility of individual teachers. Because individual teachers can improve their competence as agents of learning through the experiences of everyday life in the classroom or through communication with colleagues. However, it seems difficult to conclude whether there is a significant difference between an experienced high school teachers teach religion lesson less than five years and experienced teachers teach more than five years, because until now the Teacher Competency Test (in Indonesian it's call UKG) has not been done. (Data Emis, 2015).

A teacher is required to create and publish a scientific paper, It has been stipulated in the Minister Regulation of State for Administrative Reform and Bureaucratic Reform No. 16/2009 on Functional Master and credit figures. Previously, the scientific publication is intended for teachers who want to ride the class of IV-A to IV-B and class teacher resulted mostly accumulated in the Group IV-A. While today, the scientific publication starting from III-b upward.

Facts on the field that found nearly 500 teachers list of Proposed Changes Credit Values (in Indonesia abbreviation Dupak) is returned, but the result of the calculation process Dupak by the Province has been completed even been submitted to the teacher concerned. However, due to the implementation of minister regulation No. 16 of 2009 since in 2013 the consequences as told it to do. Letter rank of teacher calculation results are returned, and teachers do not accept Credit Score Changes Decree (PAK) for promotion/class. (Interview R1).

So also the result of research on teacher of religious education observation (Civil Servants/PNS) in Sambas district in Primary and Secondary Schools indication of concern. Because of the 510 teacher of religious education amount of 64.90% of civil service teachers who have reached the class room IV / a not be promoted one level higher. While the teacher is able to be promoted to IV b is **0.00%**. (Teacher Data/EMIS).

Total percentages in the above table can be understood by the highest rate in the group IVa, which is based on Minister regulation No. 84/1993 on the position of teacher and credit number, article 9, paragraph 2, states that for promotion / office at the higher becomes the class IV/b / has required to collect at least twelve (12) credit number of elements of professional development. (Kepmenpan, *tentang Jabatan Guru dan Angka Kreditnya*. No 84, 1993).

Then the number of stagnation teachers will become even more pronounced after the implementation of minister regulation number 16 of 2009 the activities of professional development in the form of scientific publications and / or innovative work should begin by teachers in class III / b going up to class III / c ( article 17, paragraph 2).

Based on the above phenomenon, several parties individually consisting of Principals, Supervisors and employees of education department sees the need of improving the teachers competences. Then independently organize socialization and the introduction of systematic preparation of scientific papers. It was organized *door to door*. The school, which considers it necessary understanding of the scientific publication at the same time inviting supervisory instructor Scientific Paper. As explained by supervisor, that introduction of scientific papers concept is introducing about scientific paper and his publications to teachers who are limited. Scientific paper training in Sambas district has also been organized by Non Governance or



universities, such as in March held by Bina Insan Center Sambas district in collaboration with Global Solar Akper Yogyakarta. (Interview, R2)

In addition, the development of professional competence of teachers in scientific publication to be part of the regulatory supervision programs, teachers have always been motivated to write, and the Department of Education is ready to accommodate the writing teachers will be published in the Journal of Education. (Interview, R2)

Development of cultural competence of teachers for literacy in Sambas district is still not clear, but the Ministry of Education and Culture in early 2015 announced the establishment of the Directorate General of Teachers and Education Personnel in charge of taking care of promotion, increased competence to the disbursement of allowances of teachers. (Interview, R2), But there is no program of government that directly organizes scientific paper training.

Furthermore, when traced to third informant related to the development or training for religious education teachers, explained that flows centralized policy bureaucracy. What are the policies of the center, and then followed up in the province, new to the district level. Program at the district level in terms of professional development of teachers only to the extent the principle of aid, distribute information and data collection. Coordination to teachers usually through teacher association in his lesson. As confirmed related to the competence of teachers, explained that until recently, Religious Education teacher competency testing has not been done, so the teacher's competence can not be mapped. Hopefully in the near future, the central government through UIN Jakarta or Bandung who became PT builder will soon organize a teacher professional development program. (Interview, R3)

At the moment confirmed with administrator of Quality Assurance in Education, West Kalimantan, based on interviews found that the training conducted so far no one has specifically for teacher professional development, specially about scientific publications. Training so far is still directed at the dissemination and improving understanding of the curriculum in 2013, and the postponement policy concerning curriculum-13, now dedicated solely to your training piloting school. (Interview, R4)

Then the program for teacher training and educational development future is still in the preparation of the budget, the planned 3 to 4 program will be implemented of which is a training program Principal, improved performance of teachers and principals scientific meeting in cooperation with the Malaysian border area. The program to improve teacher training in the form of EI until now has not been done. Quality Assurance Administrators province focused on proDep program, cooperation with the Australian Aid. (*Australia'sv Education parnership with Indonesia*), with prospective principals training program, mentoring program principals and supervisor, continuous professional development program for headmaster of elementary school. (Interview, R4)

Thus, the concept of professional competence development of teachers of scientific publications in Sambas district Indonesia actually not composed programmatically and systematically, they are self-supporting, there has been no program of government that directly organizes scientific papers training until now.

## **2. Implementation of continuous professional development in the field of scientific publications Sambas district, Indonesia.**

Minister regulation no. 16 of 2009 enacted in January 2013 affected the academic atmosphere in the working environment of teachers. Teachers consciously or carried away is experiencing stage fright face enforcement to carry out continuous professional development (CPD/PKB).

Obligations of each class teacher to carry out continuous professional development before and after improvement with each faction as in the following table.

Table B.2 84/1993 and 16/2009 Minister Regulation

84/1993 minister regulation	Completion with minister regulation No. 16 2009
<b>1.</b> Class II/a to IV/a a. Training b. Teaching Learning c. Supporting d. Profesional Development e. Not Mandatory	In addition to teaching and learning, teachers are required to follow the activities of professional development of suistainable (CPD/PKB), which consists of self-development (SD/PD) and the Scientific Publication and or Innovative work (PI and or KI) to iobtain the number of credits (AK) starting from:
<b>2.</b> For Professional Development is Mandatory for: a. Class IV/a-b Professional Development 12 b. Class IV/b-c Professional Development 12 c. Class IV/c-d Professional Development 12 d. Class IV/d-e Professional Development 12	a. III/a PKB: PD =3 AK b. III/cd PKB:PD = 3 AK + PI and/or KI = 4 c. III/cd PKB:PD = 3 AK + PI and or KI = 4 d. III/d-IV / a PKB:PD = 4 AK + PI and / or KI = 8 AK e. IV / ab PKB:PD = 4 AK + PI and / or KI = 12 AK f. IV / bc PKB:PD = 4 AK + PI and / or KI = 14 AK g. IV / cd PKB:PD = 5 AK + PI and / or KI = 14 AK h. IV / de PKB:PD = 5 AK + PI and / or KI = 20 AK

Results of interviews with respondents about the background of the participants to follow the activities of technical guidance is found that teachers want to increase knowledge about writing scientific papers, obtaining credit rate professional development element, and as a means of proof of the ability of self. (Interview, R6)

Judging from the background of the participants experience of scientific writing, found participants who had the experience, as mentioned R.9, who has written in the form of a book or R.10 ever won a writing contest provincial-level teachers. (Interview, R9)

There is also a participant who has no experience writing scientific papers prior to the training, as submitted by the respondents: *"while I've never tried, but write a final thesis of my graduate (S.1).. Well, when I heard there was a training Scientific Paper, I think this is a good opportunity to try for writing.* (Interview, R6)

#### b. Venue and Time

Seminars and workshops / Scientific Papers training held in the education and cultural offices building. Interviews showed that the implementation of standards of training yet, because there's only meeting hall, with no adequate facilities equipped. There are only a means of presentation dan white board. Not to include other facilities such as a computer or laptop and printer. (Interview, R6)

The timing of the training is from 27-29 March 2015, this time based on the responses of participants still felt lacking. So that the material presented is still very limited and not up to their contents, especially for practices and collect literature and data. (Interview, R6)

#### c. Process

The activity is In-On models with a target of 1 manuscript scientific papers. The methods used varied, talks with media presentation for the benefit of the material that is informative presentation, question and answer, focus group discussion, assignment practical use for the preparation of proposals and the revised manuscript and presentation of the scientific papers. (NGO Documentation, BIC)

Training speaker has competence, kredible and capability in scientific papers writing, it is as stated respondent that the resource has the ability to scientific papers, evidenced by ever be a winner scientific papers national level of educational background has also been

predicated doctorate in Indonesian language lesson. And other speakers that are already highly qualified in providing motivation and direction of education. (Interview, R6)

d. Materials

Scientific papers materials is very limited, how could complete three days throughout the material. Thus delivered only partial and selected from materials that can be completed in a short time such as scientific articles and popular scientific articles. Because if you have to finish the scientific papers, it will not be enough time to complete. Although globally, we deliver any material, even though only the initial introduction. (Warancara, R2). (as in the table. 4)

Table B.3 Structure of Scientific Papers Training Program (NG0/ BIC Program)

No.	Material
1	Pre test
2	Regulation, Minister of State Apparatus and Bureaucratic Reform No. 16 of 2009 on Teacher Functional and credit figures
3	Development of Profession Sustainable
4	Type of Scientific Papers and Criteria Assessment
5	Class Action Research and Writing report
6	Kinds of Papers and Technical writing
7	Writing Articles
8	Rule Linguistic
9	Practical guided and presentation
10	Post test

The text raised by participants in the scientific papers training from problems ever written on paper S.1 time, script, so that the teacher is not too long in finding the problem and study libraries, so stay packaging in the form of articles. (Interview, R2)

e. Training Results

Speaking about the results and mastery of materials, *outcomes* of the training, of the 57 participants, there have been five posts that go into trainer, 2 of which are in the form of articles prepared in the journal promoted by the District Education Office. (Interview, R2) Based on interviews with *Events Organaizer* Scientific Paper training, the training will be followed by a more comprehensive structure and time proportional, with the cooperation of all parties involved, as also expected by most of the participants in order to stay organized follow-up training. (Interview, R.5)

**3. How is the response of teachers about professional development policies in the field of scientific publications in Sambas Regency, Indonesia?**

Policy Minister of State Apparatus and Bureaucratic Reform No. 16 of 2009 on Teacher Functional and credit figures responded to a variety of teachers. Opinion of some teachers who assume that scientific publication would be a threat to the teacher's career is mirrored on the cessation of career teachers in group IV-a. This is supported by a variety of reasons, especially for elementary school teachers (SD) as a group of teachers of all subjects as well as a homeroom. The amount of classroom and school administration, becoming the first reason why teachers are reluctant to write scientific papers to proceed to the next group.

So even for Religious Education teachers, based on the exposure head of Tacher Assosiation in his subject, some teachers are apathetic to the imposition of policy on the CPD/PKB. Teachers are too preoccupied with the routine of teaching, administration, teachers are required number of hours, the administration, plus for promotions must burdened, the government wants to improve the welfare of teachers, but on the other side with something heavy burdening. (Interview, R.9)

Strengthen the above statement, observing the behavior of teachers who tend to not want to be burdened administratively except in terms of compulsory and concerns the



existence of his position as a teacher. As long as things can be compromised, teachers tend to take the attitude of omission. A phenomenon as taken the case of teachers who attended *in-house training* (IHT) at school, in the interest of the proposed promotion is annual, then the certificate must be attached and coupled report descriptions follow the activities, but because teachers feel burdened, he tends not seek, though the activity report the very simple and has supplied the authoring format. Or there are some who take a shortcut to enlist the help of a third party to prepare this report. Teachers tend to concentrate on aspects of the basic tasks of teaching and fulfillment of the obligation to obtain certification benefits rather than increase the functional career that if it goes up and increases also do not contribute to how the financial aspects. (Interview, R.9)

In addition, there are many teachers who feel confused about how to write scientific papers is good and true because schools are not taught in advance by the relevant parties that host them. In fact, if the scientific publication will serve as a condition for the increase in teacher groups, should, first performed the education and training of scientific writings of all teachers at all levels of education. Then, given also the understanding of the strategies that need to be taken to publish the paper. This is as stated one respondent, that teachers do not perform scientific publications, not because they do not want, but still do not understand the mechanisms and steps in writing or how to publish his writing. (Interview, R.6).

Further stated that the scientific publications, providing an opportunity for a career and improve professionalism, by writing a person will be motivated unlock insights and expressing ideas in writing. By writing or preparing a class action research, one will improve the knowledge and skills to face the challenges in the classroom. (Interview, R.6)

Another perspective as expressed by one respondent, based on the discussion off with a few teachers, got the impression that the application by the minister (pen. Regulation No. 16 of 2009) regarding the functional position of teacher and credit number is inseparable from the political and economic bias, the government is inclined doing efficiency. Promotions and class teacher every year thus may seem trivial to burden the state treasury. (Interview, R.9)

This is overlaid by other respondents, that the Government is to improve efficiency, such activities are not allowed in the hotel and so forth, from the aspect of the annual budget, particularly in the areas of operational and current events trimmed up to 60%, which is not trimmed only benefits of certification, benefits side dish The side, and salaries. More on the pretext of efficiency, the budget is limited. So now, the program activities will also inevitably reduced. (Interview, R.3)

Based on the accumulation of symptoms and facts that appear at the top, do not be surprised if some teachers apathy, let the condition that runs flowing time. The implementation of continuous professional development really is not just about the rank and functional position of teachers, but rather on efforts to create a professional teacher, not only has extensive knowledge, but also have a mature personality. Thus, the teacher is able to develop interests and talents of learners in accordance with the field in a master science, technology, and art. So the teacher as the 21st century learner is able to follow the development of science in the field and can provide a stock of knowledge, skills and attitudes in accordance with the standards of competencies required of learners.

#### **D. CONCLUSION**

Based on the findings of research that has been described above, it can researchers conclude matters as follows:

1. The concept of the development of professional competence of teachers the field of scientific publications in Sambas district is still not arranged in a programmed and systematic, they are self-supporting, there has been no program of government that KTI direct training to date.
2. Development of professional competence of teachers is implemented on a limited basis by organizing training Scientific Writing by involving NGOs, the Department of Education and Teacher.

3. Implementation of development policies diverse professional competence of teachers responded by teachers. As an opportunity or a threat to the profession as a teacher career advancement.

## REFERENCES

- Arifin, M. (1993). *Kapita Selektta Pendidikan*, Jakarta: Bumi Aksara.
- Daft, R.L., (2002). *Manajemen*. (5th ed.), (trans. Emil Salim dkk.), Jakarta: Erlangga.
- Depdikbud, (1999). *Kamus Besar Bahasa Indonesia*, Jakarta: Balai Pustaka.
- Fattah, Nanang, (1996). *Landasan manajemen pendidikan*. (cet. VII), Bandung: PT Remaja Rosdakarya.
- Gall, Meredith D., Joyce P. Gall dan Walter Borg.. (2003). *Educational Research: An Introduction* (7th ed.) Boston: Pearson Education, Inc.
- Handoko, T. Hani, (2010). *Manajemen Personalia dan Sumber Daya Manusia*, (2<sup>nd</sup> ed.), Yogyakarta: BPFE- Yogyakarta.
- Kepmenpan. No 84 /1993 tentang Jabatan Guru dan Angka Kreditnya, pasal 9 ayat 2.
- Liputo, Benyamin, (1988). *Pengantar manajemen*. Jakarta: Depdikbud-Direktorat Jenderal Perguruan Tinggi.
- Pusat Pengembangan Profesi Pendidik, (2012), *Pedoman Pengelolaan Pengembangan Keprofesian Berkelanjutan*, Jakarta: Badan Pengembangan SDM Pendidikan dan Kebudayaan dan Penjamin Mutu Pendidik.
- Saud, Udin Saefudin, (2008). *Pengembangan Profesi Tenaga Pendidik*, Bandung: Alfabeta.
- Stewart, Aileen Mitchell, (1994). *Empowring People: Pemberdayaan Sumber Daya Manusia*, Jakarta: Kanisius.
- Stoner, James A.F., (1996). *Manajemen*. (edisi revisi) (trans. Alfonsus Sirait), Jakarta: Erlangga.
- Stooner, James A. F & Freeman, R. Edward. (1992). *Management*, Canada: Prentice Hall International.
- Sutrisno, Edy, (2012). *Manajemen Sumber Daya Manusia, Cet ke-4*, Jakarta: Kencana Prenada Media Group.
- Undang-Undang No. 20 tahun 2003 tentang Sistem Pendidikan Nasional (SISDIKNAS) dan Pelaksanaannya, Jogjakarta: Media Wacana Press..
- Undang-Undang RI, Nomor 14 Tahun 2005 tentang Guru dan Dosen, (2<sup>nd</sup> ed. 2006), Bandung: Nuansa Aulia.
- UU RI No. 20 Tahun 2003 tentang SISDIKNAS bab XI pasal 39 tentang pendidik dan tenaga kependidikan.

### **Document and Internet Source:**

- Dokumen BIC Kabupaten Sambas, *Laporan Kegiatan Pelatihan*, KTI 2015..
- Dokumen *Data Emis Guru PAI Kemenag*. Kabupaten Sambas 2015
- Dokumen Hasil UKG Guru pra sertifikasi dan setelah sertifikasi.
- Dokumen Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan (P4TK), *Rapat Koordinasi Teknis Implementasi ProDEP*, Pontianak, 2014.
- [http:// www.sekolahdasar.net/2015/01/ tanpa-pelatihan-guru-harus-membuat-karya-tulis.html](http://www.sekolahdasar.net/2015/01/tanpa-pelatihan-guru-harus-membuat-karya-tulis.html). Diakses 1 April 2015
- [http://webcentral.uc.edu/-cpd\\_online2](http://webcentral.uc.edu/-cpd_online2). Diakses 22 Desember 2014.
- <http://www.mudjiarahardjo.com/materi-kuliah/152-anatomi-metodologi-penelitian.html>, akses tanggal 05 Oktober 2012.