TEACHER PROFESSIONALISM AND PROFESSIONAL DEVELOPMENT
PRACTICES IN SOUTH SULAWESI INDONESIA

H A S A N

UNIVERSITI TEKNOLOGI MALAYSIA
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TEACHER PROFESSIONALISM AND PROFESSIONAL DEVELOPMENT PRACTICES IN SOUTH SULAWESI INDONESIA

HASAN

A thesis submitted in fulfilment of the requirements for the award of the degree of Doctor of Philosophy (Education and Development)

Faculty of Education
Universiti Teknologi Malaysia

OCTOBER 2015
DEDICATION

For my beloved mother
Hjh. Isa binti Umar
Who always encourages and motivates me to learn

For my beloved father Hj. Tanang bin Samuddin
Thank you for your love, pray, support, and motivation to pass the days for your son’s success.

My beloved wife Hjh. Hasnia binti Hj. Abdul Rahman
Hopefully, we enjoy the success of this world and hereafter together.
Thanks for your encouragement, patience and understanding.

For my brothers and friends who always devote effort, prayer, patience and love
Thank you for all the kindness
Never forget for a lifetime

For my colleagues and my teachers
May God bless you all
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Thank you so much
ABSTRACT

This study investigates professionalism and professional development practices of secondary school teachers in South Sulawesi, Indonesia. Aspects of professionalism practice studied are behaviour-attitude, pedagogical competence and characteristics of teachers’ professional practice. In term of professional development elements, this research has investigated effective learning activities as well as support and constraint factors in improving teachers’ professionalism and professional development. A total of 331 teachers were selected as respondents in answering the questionnaires. Meanwhile, 12 teachers were selected for interviews and observations. Survey, interview, observation, and field note were employed to obtain data in answering research problems. The findings were analyzed by using qualitative and quantitative methods. The results of this study showed that teachers’ pedagogical competence was at a high level. Teachers’ professional practice in the aspects of behaviour-attitude, pedagogical competence, and learning activities were still less effective in developing skills of teachers. Professional development activities that should be emphasized include focus on the content, availability of time, coherence with government’s policy, active learning of participants, and collective participation of teachers. This study identified supporting factors needed such as policy and government role, moral recognition, infrastructure, and finance which were important in improving teachers’ professionalism. In addition, constraint factors for teachers’ professionalism and professional development were self-motivation, commitment, and availability of time to involve in learning activities at workplace and lifelong learning. This study provides a framework for professional teacher development in improving the practice of teachers’ professionalism and professional development in Indonesia.
ABSTRAK

# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>TITLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECLARATION</td>
<td>ii</td>
<td></td>
</tr>
<tr>
<td>DEDICATION</td>
<td>iii</td>
<td></td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>iv</td>
<td></td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>v</td>
<td></td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>vi</td>
<td></td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>vii</td>
<td></td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xv</td>
<td></td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xvii</td>
<td></td>
</tr>
<tr>
<td>LIST OF ABBREVIATIONS</td>
<td>xix</td>
<td></td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xxi</td>
<td></td>
</tr>
</tbody>
</table>

## 1 INTRODUCTION

1.1 Introduction 1
1.2 Background of Problem 5
1.3 The Needs and Challenges of Teacher Professionalism and Professional Development in Indonesia 12

1.3.1 Improving Teacher Professionalism for Work Challenges 12
1.3.2 Staff Professional Development in Professionalizing Teacher Proficiency 16

1.4 Statement of Problem 18
1.5 Research Objectives 23
1.6 Research Questions 24
# SIGNIFICANCE OF THE STUDY

1.7

# CONCEPTUAL FRAMEWORK OF STUDY

1.8

# LIMITATIONS OF STUDY

1.9

# TERMS OF CONCEPTUAL AND OPERATIONAL DEFINITIONS

1.10

# LITERATURE REVIEW

2

2.1 Definitions and Concepts of Professionalism

2.2 Characteristics of Professional Teachers

2.2.1 Characters in Behavior and Attitude

2.2.2 Teacher Competences

2.2.2.1 Mastering Subject Knowledge for Teaching

2.2.2.2 Mastering Pedagogical Knowledge in Teaching

2.2.3 The Ethics of Professionalism

2.2.4 Collaborative and Collegiality

2.2.5 Teacher Autonomy

2.2.6 Self-Regulated and Reflective

2.3 Teacher Learning Activities

2.4 Teacher, Parents, and Society Role

2.5 The Constraints for Teachers, Parents, and Society

2.6 Teacher Professional Development

2.7 The Need of Professional Development for Teacher

2.8 Effective Professional Development

2.9 The Supporting for Teacher Professionalism and Professional Development
2.9.1 Stakeholder Policy 71
2.9.2 Moral Support 72
2.9.3 Infrastructure Support 73
2.9.4 Financial Support 73

2.10 Types of Professional Development 75

2.11 Guidelines of Professional Development 77
2.11.1 Planning 78
2.11.2 Learning 80
2.11.3 Implementing 81
2.11.4 Evaluating 81

2.12 Model of Professional Development in Indonesia 84
2.12.1 Education and Training 84
2.12.2 Non-Educational Training 86

2.13 The Role of Professional Development toward Teacher Professionalism 89

2.14 Models of Teacher Professional Development 90
2.14.1 Effective Professional Development by Desimone (2009) 90
2.14.5 The Standardized Professional Development by Gaible and Burn (2005) 94

2.15 The Researches on Teacher Professional Development 96

2.16 Theories on Teacher Professionalism and Professional Development 98
3 METHODOLOGY

3.1 Introduction 106
3.2 The Study Research Design 106
  3.2.1 The combined Paradigms 107
  3.2.2 Multiple Triangulation Method 109
3.3 Research Population and Sample 111
  3.3.1 Research Population 111
  3.3.2 Research Sample 112
3.4 Research Instruments 115
  3.4.1 Types of Instruments 115
    3.4.1.1 Questionnaire 118
    3.4.1.2 Interview Protocol 121
    3.4.1.3 Observation 123
  3.4.2 Data Quality Control 124
    3.4.2.1 Validity and Reliability 124
    3.4.2.2 Pilot Study 125
3.5 Method of Collecting Data 128
  3.5.1 Collecting Qualitative Data 129
  3.5.2 Collecting Quantitative Data 131
3.6 Analysis of Data 134
  3.6.1 Qualitative Data Analysis 135
  3.6.2 Quantitative Data Analysis 139
3.7 Conclusion 140

4 ANALYSIS OF FINDINGS 1

TEACHER PROFESSIONALISM PRACTICES 142

4.1 Introduction 142
4.2 Respondents’ Demographic Profile 143
4.3 The Teacher’s Level of Pedagogic Competence 145
4.4 The Characteristics of Teachers’ Professional Practice 155
  4.4.1 Teacher Professionalism in Behavior and Attitude 155
  4.4.2 Teacher Professionalism in Pedagogical Competence 161
  4.4.3 Teacher Professionalism in Learning Activities 165
4.5 Summary of Findings 170

5 ANALYSIS OF FINDINGS 2 PROFESSIONAL DEVELOPMENT PRACTICES 172
  5.1 Introduction 172
  5.2 Professional Development Practices 173
    5.2.1 Learning Activities for Continuous Improvement 173
    5.2.2 The Impacts of Learning Activities 176
    5.2.3 The Effectiveness of Learning Activities 179
  5.3 The Support on Teacher Professionalism and Professional Development 186
    5.3.1 Stakeholder Policy for Teachers 187
    5.3.2 Moral Support for Teachers 188
    5.3.3 The Need of Infrastructures 189
    5.3.4 Financial Support 191
  5.4 The Constraints for Teacher Professionalism and Professional Development 193
    5.4.1 The Limitation of Time and Cost 193
    5.4.2 Bureaucratic System 194
    5.4.3 Self-motivation and Commitment 196
5.4.4 Technology and Resources Utilization

5.5 Summary and Conclusion

6 DISCUSSIONS, CONCLUSIONS, AND IMPLICATIONS

6.1 Introduction

6.2 Summary of Finding

6.2.1 The Level of Pedagogic Competence

6.2.2 The Characteristics of Teacher Professionalism Practices

6.2.2.1 Teacher Professionalism in Behavior and Attitude

6.2.2.2 Teacher Professionalism in Pedagogic Competence

6.2.2.3 Teacher Professionalism in Learning Activities

6.2.3 Professional Development Practices

6.2.3.1 Learning Activities for Continuous Improvement

6.2.3.2 The Impact of Learning Activities

6.2.3.3 The Effectiveness of Learning Activities

6.2.4 The Supports on Teacher Professionalism and Professional Development

6.2.5 The Constraints for Teacher Professionalism and Professional Development

6.3 Discussion of Findings

6.3.1 Pedagogic Competences of Teachers

6.3.2 The Characteristics of Teacher
Professional Practices 217

6.3.3 Professional Development Practices 220

6.3.3.1 Learning Activities for Continuous Improvement 220

6.3.3.2 The Impact of Learning Activities 222

6.3.3.3 The Effectiveness of Learning Activities 223

6.3.4 The Constraints for Teacher Professionalism and Professional Development 225

6.3.5 Summary of Discussion and Conclusion 227

6.4 Implication of Findings 229

6.4.1 Implication for Method of Study 229

6.4.2 Implication for Theory 230

6.4.3 Implication for Practice 231

6.4.4 Recommendations for Future Research 238

REFERENCES 240

Appendices A – M 283-301
## LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE NO.</th>
<th>TITLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>The distribution of research population</td>
<td>112</td>
</tr>
<tr>
<td>3.2</td>
<td>The description of population and sample in each regency with its schools and teachers</td>
<td>114</td>
</tr>
<tr>
<td>3.3</td>
<td>The content of questionnaires</td>
<td>120</td>
</tr>
<tr>
<td>3.4</td>
<td>The revision of questionnaire items</td>
<td>121</td>
</tr>
<tr>
<td>3.5</td>
<td>The revision of interview protocol items</td>
<td>122</td>
</tr>
<tr>
<td>3.6</td>
<td>The number of observation items</td>
<td>123</td>
</tr>
<tr>
<td>3.7</td>
<td>The summary of questionnaire’s reliability</td>
<td>127</td>
</tr>
<tr>
<td>3.8</td>
<td>Analysis method of research questions</td>
<td>135</td>
</tr>
<tr>
<td>4.1</td>
<td>Distribution of frequency and percentage of gender</td>
<td>143</td>
</tr>
<tr>
<td>4.2</td>
<td>Distribution of frequency and percentage of age</td>
<td>144</td>
</tr>
<tr>
<td>4.3</td>
<td>Distribution of frequency and percentage of teaching experience</td>
<td>144</td>
</tr>
<tr>
<td>4.4</td>
<td>Distribution of frequency and percentage of professional qualification</td>
<td>145</td>
</tr>
<tr>
<td>4.5</td>
<td>Mean score range and level of interpretation</td>
<td>146</td>
</tr>
<tr>
<td>4.6</td>
<td>The mean score of the evidence of observation from teacher’s evaluation in teaching</td>
<td>147</td>
</tr>
<tr>
<td>4.7</td>
<td>The average of mean score and standard deviation of all observation aspects</td>
<td>150</td>
</tr>
<tr>
<td>4.8</td>
<td>The mean score and standard deviation of teacher’s responds on professionalism</td>
<td></td>
</tr>
<tr>
<td>Section</td>
<td>Description</td>
<td>Page</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>4.9</td>
<td>The mean score and standard deviation of teacher’s responds on pedagogical</td>
<td>156</td>
</tr>
<tr>
<td></td>
<td>competences</td>
<td></td>
</tr>
<tr>
<td>4.10</td>
<td>The mean score and standard deviation of teacher’s responds on learning</td>
<td>162</td>
</tr>
<tr>
<td></td>
<td>activities for continuous improvement</td>
<td></td>
</tr>
<tr>
<td>4.11</td>
<td>The description of professionalism practices among secondary school teachers</td>
<td>166</td>
</tr>
<tr>
<td></td>
<td>in South Sulawesi</td>
<td>169</td>
</tr>
</tbody>
</table>
## LIST OF FIGURES

<table>
<thead>
<tr>
<th>FIGURE NO.</th>
<th>TITLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>The conceptual framework of the study in investigating teacher professionalism and professional development among secondary school teachers</td>
<td>27</td>
</tr>
<tr>
<td>2.1</td>
<td>The Cycle of Professional Development Activity for Teachers.</td>
<td>82</td>
</tr>
<tr>
<td>2.2</td>
<td>The kinds of fostering and developing teacher profession</td>
<td>88</td>
</tr>
<tr>
<td>2.3</td>
<td>Professional development model by Desimone, (2009)</td>
<td>91</td>
</tr>
<tr>
<td>2.4</td>
<td>Teacher changing process model of Guskey and Spark (2002)</td>
<td>92</td>
</tr>
<tr>
<td>2.5</td>
<td>Teacher professional growth model (Clarke and Hollingsworth, 2002)</td>
<td>93</td>
</tr>
<tr>
<td>2.6</td>
<td>Professional development model (Desimone, 2009)</td>
<td>102</td>
</tr>
<tr>
<td>2.7</td>
<td>Theoretical framework of teacher professionalism and professional development</td>
<td>104</td>
</tr>
<tr>
<td>5.1</td>
<td>The aspects in teacher professionalism practice</td>
<td>201</td>
</tr>
<tr>
<td>5.2</td>
<td>The aspects of teacher professional development practice</td>
<td>203</td>
</tr>
<tr>
<td>6.1</td>
<td>The design of teachers’ professional development by Directorate of Education Profession (2008)</td>
<td>225</td>
</tr>
<tr>
<td>6.2</td>
<td>The needs for teacher professionalism practice</td>
<td>228</td>
</tr>
<tr>
<td>Section</td>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>6.3</td>
<td>The needs for teacher professionalism practices</td>
<td>229</td>
</tr>
<tr>
<td>6.4</td>
<td>The needs of teacher in enhancing professionalism</td>
<td>233</td>
</tr>
<tr>
<td>6.5</td>
<td>Professional development for changing teaching practice</td>
<td>234</td>
</tr>
<tr>
<td>6.6</td>
<td>The framework of professional teacher development</td>
<td>235</td>
</tr>
<tr>
<td>6.7</td>
<td>The five dimensions of professional teacher development</td>
<td>237</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>ABC</td>
<td>Attitude, Behavior, and Communication</td>
<td></td>
</tr>
<tr>
<td>ANOVA</td>
<td>Analysis of Variance</td>
<td></td>
</tr>
<tr>
<td>ATA</td>
<td>The Alberta Teachers’ Association</td>
<td></td>
</tr>
<tr>
<td>BKKBN</td>
<td>Badan Koordinasi Keluarga Berencana Nasional</td>
<td></td>
</tr>
<tr>
<td>CPD</td>
<td>Continuous Professional Development</td>
<td></td>
</tr>
<tr>
<td>DfEE</td>
<td>Department of Education and Employment</td>
<td></td>
</tr>
<tr>
<td>eMINTS</td>
<td>Enhancing Missouri’s Intructional Networked Teaching Strategies</td>
<td></td>
</tr>
<tr>
<td>ETS</td>
<td>Educational Testing Service</td>
<td></td>
</tr>
<tr>
<td>GTCE-32</td>
<td>General Teaching Council for England</td>
<td></td>
</tr>
<tr>
<td>ICT</td>
<td>Information and Communication Technology</td>
<td></td>
</tr>
<tr>
<td>IHT</td>
<td>In-House Training</td>
<td></td>
</tr>
<tr>
<td>ILO</td>
<td>International Labour Organization</td>
<td></td>
</tr>
<tr>
<td>IMA</td>
<td>Integrated Mathematical Assessment</td>
<td></td>
</tr>
<tr>
<td>IMTPG</td>
<td>Interconnected Model of Teacher Professional Growth</td>
<td></td>
</tr>
<tr>
<td>KKG</td>
<td>Kelompok Kerja Guru</td>
<td></td>
</tr>
<tr>
<td>KTSP</td>
<td>Kurikulum Tingkat Satuan Pendidikan</td>
<td></td>
</tr>
<tr>
<td>LCD</td>
<td>Liquid Crystal Display</td>
<td></td>
</tr>
<tr>
<td>LPMP</td>
<td>Lembaga Penjamin Mutu Pendidikan</td>
<td></td>
</tr>
<tr>
<td>LPTK</td>
<td>Lembaga Pendidikan dan Tenaga Kependidikan</td>
<td></td>
</tr>
<tr>
<td>MGMP</td>
<td>Musyawarah Guru Mata Pelajaran</td>
<td></td>
</tr>
<tr>
<td>MoNE</td>
<td>Ministry of National Education</td>
<td></td>
</tr>
<tr>
<td>NBPTS</td>
<td>National Board for Professional Teaching Standards</td>
<td></td>
</tr>
<tr>
<td>NSDC</td>
<td>National Skill Development Corporation</td>
<td></td>
</tr>
<tr>
<td>NPDCI</td>
<td>National Professional Development on Inclusion</td>
<td></td>
</tr>
<tr>
<td>OECD</td>
<td>Organization for Economic Cooperation and Development</td>
<td></td>
</tr>
</tbody>
</table>
PKG - Pusat Kegiatan Guru
P4TK - Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan
PSDMPK-PMP - Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan dan Penjamin Mutu Pendidikan
QDA - Qualitative Data Analysis
SD - Standard Deviation
SPSS - Statistical Package for the Social Sciences
STeLLA - Science Teacher Learning through Learning Analysis
TALIS - Teaching and Learning International Survey
TPD - Teacher Professional Development
UNATU - Uganda National Teachers Union
UNDP - United Nation Development Program
UNESCO - United Nations Educational, Scientific, and Cultural Organization
USAID-DBE - United States Agency for International Development-Decentralized Basic Education
UUGD - Undang-Undang Guru dan Dosen
BPS - Badan Pusat Statistik
DEPDIKNAS - Departemen Pendidikan Nasional
DF - Degree of Freedom
EFA - Education for All
LIST OF APPENDICES

<table>
<thead>
<tr>
<th>APPENDIX</th>
<th>TITLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Teacher self-evaluation/reflection and observer evaluation of teaching (Observation instrument)</td>
<td>283</td>
</tr>
<tr>
<td>B</td>
<td>Research questionnaire</td>
<td>286</td>
</tr>
<tr>
<td>C</td>
<td>Interview protocol</td>
<td>291</td>
</tr>
<tr>
<td>D</td>
<td>Region and zone area of regencies in South Sulawesi province</td>
<td>292</td>
</tr>
<tr>
<td>E</td>
<td>The Respondent for interview and observation</td>
<td>293</td>
</tr>
<tr>
<td>F</td>
<td>Certificate of thesis proofreading</td>
<td>294</td>
</tr>
<tr>
<td>G</td>
<td>Research recommendation letter of BALITBANGDA Sulawesi Selatan</td>
<td>295</td>
</tr>
<tr>
<td>H</td>
<td>Research recommendation letter of Pare-Pare municipality</td>
<td>296</td>
</tr>
<tr>
<td>I</td>
<td>Research recommendation letter of Gowa regency</td>
<td>297</td>
</tr>
<tr>
<td>J</td>
<td>Research recommendation letter of Bone regency</td>
<td>298</td>
</tr>
<tr>
<td>K</td>
<td>Research recommendation letter of Sidrap regency</td>
<td>299</td>
</tr>
<tr>
<td>L</td>
<td>Research recommendation letter of Pangkep regency</td>
<td>300</td>
</tr>
<tr>
<td>M</td>
<td>Research recommendation letter of Pinrang regency</td>
<td>301</td>
</tr>
</tbody>
</table>
CHAPTER 1

INTRODUCTION

1.1 Introduction

Education has become a strategic tool for preparing quality human resources (UNESCO, 2010; Becker, 1993; Marimuthu, Ariokasamy, and Ismail, 2009). Education is then theorized to develop highly knowledgeable personnel. In achieving this notion, professional teachers are essential in preparing generation entering competitive workforce and participating in society. Hence, many countries and nations have emphasized education as a vehicle to develop the learning society (Livingstone, 2004) and to promote skilled human resources (ILO, 2010). As said, developing professional teachers has been constructed as a vital need in enhancing the education service.

Moreover, numerous discussions held have presumed teachers to be professional. One of those thought which originated from Tichenor and Tichenor (2005) as well as Sockett (1993) emphasized the five dimensions of teacher professionalism that have to be mastered by a teacher. The five major characteristics of professional teacher encompass good personality, commitment to change through ongoing improvement, mastery of pedagogical and subject-content knowledge, as well as recognition of responsibility beyond the classroom. This point of view makes teaching an ethical profession because teachers have become on a daily basis: hopes, dreams, and aspirations among students. Hence, teachers take on roles as guides,
mentors to inspire, besides perceiving that teaching is a political activity in understanding the students culturally and within socio-economic means. Furthermore, Hargreaves (2003) believes that strong value, along with belief and ethical spirit has become an integrated parts of teacher professionalism.

On top of that, the enormous challenge of education is to meet the demands of molding expertise, behavior and skills of people. Hence, it is not a surprise that many countries and organizations apply the concept of professionalism by managing education for work skills and technology among its people. In fact, professionalism is a vehicle to pursue high skilled and knowledgeable teachers through professional development that accelerates and accommodates changes in education policy and practice in many countries. In addition, Robertson (2005) asserted that new knowledge, technology, as well as behavior and attitude need to be built in the quick changing work environment. Besides, Kohler et al. (2008) specified that education change mostly refers to aspect of teacher in teaching as well as the characters context. Due to the facts, Indonesian government expected the teachers to have cognitive, psychomotor, and affective competences.

Therefore, the efforts of pursuing teacher development are evidently outlined in the Indonesian constitution to empower and to improve the quality of teachers regularly and continuously (UUGD, 2005). The constitution ensures the access for quality improvement and relevance, as well as good governance and accountability of teachers to face the challenges in local, national, and global level. Moreover, Fuchs and Fuchs (1998) as well as Cardona-Molto (2003) argued that by empowering teachers, they can supply and enrich their preferences, besides realizing all kinds of challenges and impediments. Significantly, the opportunity to improve teachers’ quality and competences through professional development activities is secured by the Indonesian law (UUGD, 2005).
Furthermore, in Indonesia, teacher development had been considered as the most important pillar in achieving the goal of education to create competitive human resources (UNESCO, 2010). Thus, the Indonesian government has made efforts to enhance to the quality and adaptability of teachers profession by issuing law of education. These are important because teachers have a major responsibility in preparing qualified students for development (Snoek, 2009). The Indonesian government also referred to the agreement of Southeast Asian countries and UNESCO to increase the recognition among them to enhance professionalism by updating knowledge and skills of teachers. Each country also proposed an effort to develop teacher professionalism through Continuous Professional Development (CPD) at all stages. Furthermore, the Indonesian Ministry of National Education (2009) has been outlined in the strategic plan of Indonesian national education ministry for 2010-2014 which one focuses on increasing the professionalism of teachers and education personnel. This attempt is in line with findings obtained by Day (2002) whereby the school reform required principal, teachers, staffs and other school community to apply the principles of professionalism in learning process.

Nevertheless, to date the main challenge of the Indonesian nation is the capability to improve its human resources quality and education sector (Kemendiknas, 2010). Based on United Nation Development Program (UNDP) report in 2011, Indonesia was ranked 124th place out of 187 countries for human development index. Furthermore, this organization had identified challenge in the education sector for its low level of Indonesian education that which has had a direct affect towards the quality and the ability of the society. Moreover, the Head of National Education of South Sulawesi admitted that the competences of student output in this province had been still low (Antara, 22 January 2014). Their national rank was 31th place out of 35 provinces although the graduation reached 100 percent. However, the investment in developing high quality human resources must be supported by quality education with professional people. As a result, Indonesian would have life skills, knowledge, and strong self-confidence to compete with others globally.
Therefore, the Indonesian government, state-owned enterprises, and organizations need to cooperate in fostering CPD to advance the quality of the teaching workforce. Besides, the fast and the continuous stream of changes in the global life such as demographic, innovations, politic, socio-cultural, and restructuring demand is the reasons to be lifelong learners. Furthermore, strengthening and promoting member’s professional development has been expected to diminish the gap in the existing bureaucracy. In addition, based on an analysis of OECD and TALIS (2010), professional development can improve supply and coherent career support of teacher needs. The relevancies of both teacher professionalism and professional development construct lifelong professional learning to achieve better student achievement.

Therefore, this study investigated the practice of teacher professionalism and teacher professional development activities to identify the alternative program, the design, and the strategies to be professional teachers at secondary school level in South Sulawesi, Indonesia. It would be a guideline for stakeholder and teacher to improve knowledge and teaching skills competences. In fact, the retrieved findings had answered questions pertaining to the lack of understanding and functioned as a reflection of problems on both variables to be a professional teacher. Furthermore, the findings could inspire all teachers to shift from traditional perspectives to new paradigms in teaching.

Section 1.2 below provides the background for undertaking the study on teacher professionalism and its problems through learning activities in professional development. The section also highlights discussion on the shortcomings of teacher education attainment, teaching competencies, and more about the treatments of government in professionalizing teachers in South Sulawesi and Indonesia generally.
1.2 Background of Problem

Globally, each country adopts different strategies in recruiting teachers as professional workforce. Nowadays, most countries require the candidates to have good academic qualification. In Indonesia, all teachers are compulsory to have bachelor or D-IV degree. Most countries attract the applicants who have strong performance in teaching and make sure the profile of good teacher (World Bank, 2010b; UNESCO, 2014). Teaching posited as prestigious profession in some rich countries such as Singapore that only chose the top third of high school graduate and Finland recruited 10 percent among the competitors to enter teacher education programs (OECD, 2011b). Meanwhile, the poor countries employ candidates with low academic qualification.

The Indonesian government has been aggressively moving forward in preparing competitive human resources for the global free trade (Sutanto, 2013). The government has been attempted to mobilize the source of human capital in enhancing national stabilities. In the effort to achieve such independency and stability, education development becomes a priority in managing and developing very huge human resources (Bappenas, 2010). According to an expert staff from the Education Ministry, Kacung Marijan, Indonesia has complex educational issues that range from low quality teachers, un-standardized curriculum, and inadequate infrastructure. Focusing on the quality of teacher profession, many teachers have been certified as professional but they failed to show good competence (PMPTK, 2008). Hence, in order to recognize the related issues, this study concentrated in South Sulawesi as the center of economy, culture, and education in the eastern part of Indonesia. The Governor of South Sulawesi has emphasized the need of education authority and schools to be improved (Harian Tribun Timur Makassar, 2012). Teacher professional development also has been given more emphasized to improve the competence of teachers in improving the quality of education.
Moreover, as professionals, teachers play an important role in the teaching and learning process especially in improving student learning outcomes and managing other factors contribute to their success (Rivkin, Hanushek, & Kain, 2000; Sanders & Horn, 1994; Sanders & Rivers, 1996; Boyd, 2006). Thus, the readiness of teachers for teaching and learning process should be supported by knowledge, skills, attitude, and practice to improve students’ learning achievement. Therefore, most literatures require teachers to possess good competences and performance. Besides, teachers have been suggested to engage their knowledge with the current issues through professional development, conduct their tasks ethically, and show commitment or responsibility to their community. The dimensions had also been identified by Sockett (1993) as well as Tichenor and Tichenor (2005) to analyze the quality practice of teachers. It seems that teachers are also obliged using different resources, adapting needed instruction, as well as employing various monitoring and evaluation strategies. So teachers are able to implement the national goals of education in providing knowledge, skills, and good characters to participate in the society.

Indonesia as a developing country has been challenged to solve problems concerning teacher. World Bank (2010) reported that education attainment of Indonesian teachers had been lower than required by teacher law. Meanwhile, the 2012 data obtained from the Indonesian Education Ministry indicated that just 487,488 (81.21%) of 600,374 teachers from upper secondary school possessed bachelor degree or four-year diploma, whereas the rest 112,888 (18.79%) were Diploma holders. The report also revealed that the teachers gained below 50 score test on subject knowledge, pedagogic skills, and general academic aptitude. Even though this test was not a national scale, the teachers in South Sulawesi also gained below 50 score. In addition, Indonesian teachers had been low commitment and responsibility where one in five or 12.5 percent of civil servant teachers were absent from classes (SMERU, 2008). The cases above are associated with limited self-learning motivation and lack of ethic obedience among teachers.
The low level in teacher education attainment among teachers in Indonesia had been the impact of prior recruitment conditions that require high school degree and diploma degree to enter the profession (Bjork, 2003). In South Sulawesi, the Education Statistic Centre identified 19.41 percent of teachers with qualification below bachelor degree (DEPDIKNAS, 2012). Besides, it was argued if these qualifications had been enough for teachers to acquire in-depth knowledge and high skills to meet the needs of students. Moreover, it contrasted with most top-performing countries which just recruit candidates with the best academic performance and implied that their teacher must possess master degree (Tuovinen, 2008). The belief was argued by Rout (2007) that teacher education helps a lot in elevating the system of learning. Hence, the upgrading of academic background to bachelor degree as a minimum standard had become a great intention of the Indonesian government. Through teacher certification policy, all teachers are targeted to hold bachelor or four-year degree by 2015.

Moreover, in professionalizing teaching personnel, the Indonesia Ministry of Education had identified some symptoms that indicated the low quality among Indonesian teachers. Previously, Sudarminta (2000) had exposed the weaknesses of some teachers in the classroom such as; (i) lack of mastery of the material being taught, (ii) mismatch between teachers' subject areas studied and taught, (iii) lack of effective ways of teaching and authority in front of students, (iv) low motivation and dedication to become a real educator, (v) lack of emotional maturity, independence of thought, and attitude determination of being educators where most teachers still only served as a teacher; (vi) relatively low intellectual level of students as teacher candidates entering the LPTKs (Institute of Personnel Procurement) compared to those entering the university. As for the shortcomings, Ingersoll (2007) suggested that the policy makers should focus on two general approaches; first, ensuring all subjects are taught by qualified teachers in education and second, supplying the less subject-teacher by recruiting new qualified teachers or performing resettlement from a surplus to a deficit one.
Besides, the policy makers in Indonesia from national to district levels might not realize that many teachers are working in a poor work environment. So, teachers also have concerns toward the public and the government to overcome the limitations within the profession in order to enhance quality. Moreover, teachers lack autonomy due to the strict bureaucracy control, limited time and financial support to acquire professional development, a minimum reward to appreciate teacher’s great work, the availability of facilities and supporting resources such as information technology to facilitate teaching. In addition, this was strengthened by a report from UNESCO (2006) that inadequate resources and facilities threatened the improvement quality for education in Indonesia. Meanwhile, an indication was reported by Ali (2000) whereby the teachers felt pressured by the Ministry of Education to cover and to transfer the prescribed curriculum and content-subject.

In addition, identifying the weaknesses of supervising or evaluating the influence of teachers’ performance is a part of professionalization. Even though teachers are supervised, they do not get any feedback as a reflection for improvement. Furthermore, Schacter (2000) found that the Indonesian public sector was challenged by the weakness of evaluation system and performance orientation. Naturally, it ensured the teaching programs run well in accordance to the objectives as teachers develop knowledge and skills to be implemented in schools. Undoubtedly, evaluation is one way to correct the policy and the public expenditure program (Guerrero, 1999) while regular evaluations can be the basis for teachers to reflect the strengths and the weaknesses in their practices.

Furthermore, many situations discouraged Indonesian teachers to focus on their performance in teaching, making them powerless, and also neglect their vision as educators (Bjork, 2005). He observed that the evaluation of teachers just focused on managerial matters like how to organize tests, flag raising ceremony commitment, attending meetings, and other bureaucratic conditions but not evaluate teaching performance among teachers. It means that the improvement of teaching ability is
neglected but they are required to follow the instructions, commit to the regulation of government, and hunt curriculum target. Solving the problem of such condition, the principal as a manager require redefining the culture at work environment. Meanwhile, Mantja (2002) argued that teachers can gain the requirements above if there is a good education management to build their human sense and professionalism. Teachers and principal must be proactive to recover and to develop individual talent, potency, and interest. In this case, the principal should care and be aware of teachers’ professionalism needs including; (i) the involvement of teachers based on their own personality, talent, and achievement to get promotion, (ii) the simultaneous teachers’ development, (iii) the improvement of teachers’ collaboration with the school principal.

On top of that, teacher professionalism refers to the personal, knowledge, skills, and environment quality in conducting teaching and learning activities. In developing countries including Indonesia, it is often signed by the school work environment that does not support a collaborative and collegial atmosphere for the growing of professionalism (Hilferty, 2008; Locke, 2001; Reeves, 2007; Rizvi and Elliot, 2007; Wood, 2007; Garret, 2010). Moreover, lack of collaboration and mentoring culture among teachers to solve the current problems had become a warning in schools. Conversely, good teaching practice can be reached by encouraging collaborative practice to discuss research findings, as well as share ideas from seminars, and collective work to determine effective strategies (Becker and Riel, 1999). Glazer (1999) also asserted that collaboration between teachers inside and outside the school determines teaching and learning quality in the class. Collaborating improve teachers’ professionalism because they can elaborate different knowledge on strategy in implementing design of teaching (Purba, 2005). Hence, teachers should ensure success of students by collaborating with colleagues, parents, administrators, and education professionals. These findings remind us the strength of team work in working environment to enrich the strategy as well as the quality of teaching and learning.
Individually, a number of factors do hinder the improvements of teacher professionalism. Cheng May Hung as stated in (Townsend and Bates, 2007) asserted that there are three points of tribulations faced by teachers in Indonesia as a developing country including; (1) heavy work load that causes the teachers to have less time for preparation; (2) principal support, policy and management system at school; (3) inadequate school resources. Likewise in Canada, a teacher is challenged by the existing time to integrate learning into their works (ATA, Sept 13, 2011). Besides, time constraint is also acknowledged by Wilms (2002) that in the service of students learning, teachers have no much time to work collectively. As professional, teachers should be able to manage school system, its learning resources as well as to plan time well based on the profession and private needs. They need commitment to balance their time in serving their clients through day-to-day activities.

Meanwhile, a research by Misbahuddin (2013) discovered the discrepancy factors inhibiting the development of teacher profession in South Sulawesi, namely; (1) the lack of awareness among teachers in developing the profession continuously; (2) the sufficient capacity so as not serious in the training; (3) less benefit for the development of competence in teaching because the participants have irrelevant basic skills, and (4) lack of attention from the local government to the activities of Teacher-Subject Forum or MGMP. In line with Nielsen (1996), some participants in professional development got differed with their basic knowledge that resulted useless things for their competence development in teaching.

Generally, there are many unqualified teachers in South Sulawesi due to the limited access and resources especially in the rural areas. They rarely get formal training and updated curriculum that hindered their knowledge and teaching skills (Saluling, 2009). To date, teacher training is a challenge in supporting teacher professionalism because the government has limitations. The Indonesian government has tried to enrich education quality by strengthening training for teachers, but failed to determine the level of commitment and investment in professional development of teachers, and thus failed to produce an improved performance (Nielsen, 1996).
Overall, the focus of training originates from reflection and evaluation, whereas theory and practice taught in training must be relevant to school needs and emphasis more on method and practice of teaching.

Apart from that, Susilo Bambang Yudhoyono, the president of the Republic of Indonesia in 2012 expressed his concern on Teachers’ Day that although most teachers have additional income from certification and other incentives from local and central government, hold the status as professional teachers, and gain more training, they still show unstable commitment and enthusiasm towards their job. Moreover, the members of the local parliament in South Sulawesi highlighted that the quality of certified teachers did not meet the expectations. The parliamentary regretted that many certified teachers were less discipline to teach and even declined in professional quality that affected the learning process of the students (BKM, May 17, 2014). Hence, the authorities in education, the school supervisor and the principal need to support the teachers, whereas the teachers should reflect regularly in order to enhance their commitment, expertise, and inspiration in teaching. Besides, Toh et al. (2006) and Watt & Richardson (2008) believed that commitment and motivation are very significant towards the behavior of a teacher.

The complexity problems of teacher development in Indonesia had encouraged the researcher’s concern to study the aspects of teacher professionalism and teacher professional development in order to gain an alternative model for professional teacher development. Section 1.3 below discusses how the teachers in Indonesia perceived their professionalism to improve their knowledge, skills and practice through teacher professional development. These issues are pointed out to clarify the Indonesian context in order to facilitate understanding among readers on the underlying two variables.
1.3 The Needs and the Challenges of Teacher Professionalism and Professional Development in Indonesia

In Indonesia, the concepts of professionalism and professional development for teacher are clearly explained in teacher law as a reform in education policy. The face of the concepts is also contextually described in the national education development 2010-2014 to represent teachers as professional. The highlight of the effort made by the Indonesian government to improve professionalism and professionalizing through professional development also contributed to the needs of this research.

1.3.1 Improving Teacher Professionalism for Work Challenges

In the Indonesian national policy context, teacher professionalism is related to the ability of teachers in conducting their role and function as well as how they behave in the context of school and society. An Indonesian teacher is characterized as excellent in nationalism in term of fighting spirit, faith and devotion, mastery of science and technology, work ethics and discipline, cooperative in learning, have insight into the future, career certainty, as well as inner and outer well-being (UUGD, 2005). By having these characteristics, the Indonesian Law of Teachers and Lecturers No. 14 Year 2005 mandates teachers as professional educators with the primary task of teaching, even though Dahrin (2000) and Mustofa (2007) argued that more teachers were unqualified in transferring knowledge and pursuing quality education.

In carrying out professionalism duties, the profession of teacher has to meet certain quality standards or norms and requirement of professional education as a source of income (Sutanto, 2013). Teachers must be independent as well as possess self-control on knowledge, skills, and behaviors as a set of competence. Besides,
they require academic qualification of a bachelor or four-years-diploma in accordance with the type, the level, and the formal education units where they are assigned to (UUGD, 2005). Unfortunately, a research conducted by the Education Science Consortium in 2008 proved that teachers had low mastery on subject teaching and 33 percent taught beyond their education background. Since teacher certification was launched, teachers focused on specific subject matter and it becomes an evidence of formal recognition as professionals given by the state.

Moreover, the Research and Education Development of the Indonesian Education Department has tried to improve the professionalism of teachers by enhancing their knowledge, professional attitudes, as well as skills in educating and teaching for many years. The department also suggested that professional teachers should engage in activities such as continuing education, reflecting on the teaching and learning process and being active in professional development. Unfortunately, teachers seemed hamper by time and financial allocation from the authority in fulfilling the requirements of being a professional. Besides, Maister (1997) confirmed that professional is more than a technician who has not only high skills but also requires exemplary behavior and attitude. Meanwhile, Supriadi (1998) explains that a professional teacher is required to possess five aspects namely; (1) being committed to students’ learning; (2) in-depth mastery of subjects taught and how to transfer knowledge to students; (3) responsible in monitoring student learning outcomes through various means of evaluation; (4) ability to think systematically about what he does and learn from experience; (5) be a part of the learning community within the profession.

Besides, since the Indonesian Law of Teacher and Lecturers (2005) had been issued, teacher profession requires people with talents, interests, vocation, and idealism. In addition, teaching staffs should commit in improving the quality of education, faith, piety, and noble character. Besides, academic professional qualification and education background link and match with the assignment. Teacher should have competence for the duties as well as be responsible for professionalism
performance to earn income. However, Hasan (2003) and Mustofa (2007) contended that many teachers had been unaware in conducting their tasks and possessed low self-motivation in enhancing their self-performance. In this case, teachers should have equal opportunities to develop in a sustainable manner with the professionalism of lifelong learning (Purwanto, 2002). Although the government has guaranteed legal protection in carrying out the professionalism duties and the organization authorizes to regulate the task of teacher, many teachers have failed to fulfill their rights in professional learning activities.

Theoretically, the government initiates to empower teacher via development of self-organized or autonomy conducted in democratic, equitable, non-discriminatory, uphold of human rights, religious and cultural values in pluralistic nation, as well as code of ethics. On the other hand, teachers are demanded to their work challenges in the past changing of global world. In carrying out professionalism tasks, teachers also face moral and social crisis such as poverty, unemployment, violence and crimes. Moreover, nowadays, teachers have to compete with other professional teacher in the free trade area. Hence, teachers have to be motivated in improving and developing academic qualification and competence on an ongoing basis in line with developments in science, technology and art.

The profession of teacher also has some rights in carrying out their professionalism as a responsibility to the profession, government, and public. In this case, teachers are facilitated to have maximum income, good social welfare, promotion, award, and protection in carrying out the duties as public servicers. Moreover, the government is also responsible to keep the rights of teacher concerning intellectual property, opportunity to improve competences, as well as to obtain and to utilize learning infrastructure to support professionalism tasks. Teachers also have freedom in assessment and evaluation or sanction to students in accordance with rules of education, teacher’s code of ethic, legislation, and regulation. In gaining a sense of security and safety assurance in performing the tasks, teachers have the freedom to associate in professional organizations, and
opportunity in determining education policy. Unfortunately, many teachers have less chance to develop their academic qualifications and competences, as well as in getting involved in training and professional development in the field.

Professionalism has great influence in performing their duties, developing, and employing education technology. At present, Indonesian teachers are challenged to adapt the revolution of technology information in improving their professionalism. The development of information technology changes the pattern of teacher-pupil relationship, models of learning, and education system as a whole. Besides, Information and Communication Technology (ICT) should be used in education to achieve the goals rather than as a barrier. The role of a teacher is not the only source of learning because the availability and the easy access of learning resources as well as sources of information to facilitate a person to learn. Therefore, schools are no longer the only center of learning because learning activities are no longer limited by space and time.

Next, the Indonesian development paradigm has shifted to increase the participation of people in supporting and in managing the development of education. Learning from past experiences, the government was more powerful to marginalize society in the development process. Active participation implies that teachers, staffs, and society should be place as actors who benefit from the process in finding a solution or achieving development outcomes at schools and their environment in a broader sense. Thus, teachers should be able to improve the quality of self-reliance to overcome these problems individually and collectively.

Moreover, it has been clear how the teachers played their roles, function, and responsibilities to the profession based on professionalism principles. Therefore, the current intention had been to identify the strategies in maximizing the efforts of both government and teachers to improve via public control as well as to face the challenges locally and globally. The next section, section 1.3.2 summarizes the
policy of teacher professional development and its aims in empowering and upgrading teachers to grow their professionalism.

1.3.2 Staff Professional Development in Professionalizing Teacher Proficiency

In improving teachers’ qualification and obligating certification, teachers need opportunity to be involved in professional development to maintain and to enhance their knowledge, skills, and practice. The types of professional development employed in Indonesia to improve teacher professionalism are such as, PKG (Pusat Kegiatan Guru or Centre for Teacher Activity), KKG (Kelompok Kerja Guru or Teachers Working Group), and MGMP (Musyawarah Guru Mata Pelajaran or Forum of Teacher-subject) which allow teachers to share their experiences in solving problems they face in teaching activities (Supriadi, 1998). The other forms of professional development attributed for teachers are training and workshop with general or specific purposes in education. The programs were proposed to reduce the daily-faced problem in learning and teaching as well as enhancing teachers’ innovation and creativity for the success of students.

In addition, teacher-subject forum (MGMP) is the most familiar kind of professional development among teachers in Indonesia because it covers all areas geographically from urban to rural. Besides, the empowerment of MGMP is interpreted as process to live, grow, and evolve teacher skills and knowledge over time. The sustainability of MGMP has been expected to act as a reformer in the classroom, mediator in improving teacher competences, agent of "encouragement" in classroom management, and a tool for innovation. In fact, the organization of MGMP has become collaborators between the units at schools and the relevant professional organizations. Moreover, the success of MGMP is strongly influenced by the work ethic of all trustees, members, and teachers of similar subjects in building the spirit of togetherness and brotherhood. The members build a network in communicating
teaching problems which is sterile from various temptation and interests. At present, MGMP insists on a dynamic motion in transforming itself into complicated, complex, and challenging teaching profession.

On top of that, the strength of MGMP emphasizes on how to develop professional skills among teachers in a forum. During this forum, the participants are encouraged to increase the quality of teaching and teacher competence. A systematic discussion starts from teaching planning, process, evaluation, and reflection. However, there are times when this board invited the trustees from local department of education to obtain the latest information about government policy. Nevertheless, MGMP is still focused on the development of teacher skills, knowledge, and practice based on operational guidance.

For further professional development, the Department of Education at province level also held a training or workshop. The focus can be general or specific. As for the general subject, for instance, the government disseminates new policies in curriculum or approaches in teaching, while, the specific focus can be related to the innovation in teaching or materials development per subject-matter. Later, the participants would be the disseminator to other teachers to spread the information. Unfortunately, the application of knowledge from training or workshop is rather difficult due to limited school facilities and resources for teaching and learning.

Moreover, the success of teacher professional development is usually handicapped by many factors. Even though MGMP is organized in district areas, there are some shortcomings, both from teachers themselves and from other external factors. The problems come from teachers who do not openly expose the weakness in teaching and learning. Besides, the level of participation and motivation among teachers in sharing and disseminating experiences is interrupted by the distance of area and communication factors whereas some districts face geographical problem in taking part in the programs.
At present, the past global changes have inspired more innovation in professional development model. One of the newest is Teacher Growth Model (TGM) that engages teachers in continual learning to equip with relevant knowledge and skills. Besides, teachers are also encouraged to pursue multiple learning activities such as training, mentoring, networking, experiential learning etc. throughout their career. The activities are conducted via cooperative learning by encouraging teachers to learn together in promoting greater synergy and coherence across different teachers and schools. Moreover, for the success of teacher growth, the Ministry of Education (MoE) has committed in investing teacher professional growth and supporting the activities.

In fact, nowadays, the trend of teacher professional development is focused in improving academic qualification of all from two or three years-diploma degree to bachelor degree. To date, the increased numbers of teacher with master and doctoral degrees functions as means to improve the quality of profession and career opportunity. Except for the forms of education and training for teachers, principal, school inspectors, and tutor must be in accordance with the need of teachers in classroom. Next, based on the background, section 1.4 depicted the problems related to the scope of the research in the areas of teacher professionalism and professional development.

1.4 Statement of Problem

Professionals, including teachers need professional development as learning opportunities to strengthen and to improve the practice of their professionalism. Teacher professional development is a substance of professionalism (Evan, 2008; Hargreaves et al., 2001). It is supported by Guskey’s (2002) identification that one of the main components in improving skilled teacher and professional culture is high quality professional development. It is a chance and space to put their motivation,
energy, knowledge, and skills acquired (UNESCO, 2014). Besides, the program like formal education and training do not only enhance knowledge and professionalism but also become a tool in achieving recognition or promoting social status (Baharin Abu, 2000). Nevertheless, professionalism of teachers in Indonesia is still inadequate in terms of the mastery of subject knowledge. Mustofa (2007) and Dahrin (2000) claimed the quality and professionalism were still out of the expectation because many teachers teach beyond their subject field and unqualified in conveying and organizing the class well.

From the point of view, the exploration and the description of teacher professionalism and professional development in South Sulawesi have indeed become crucial. In term of professionalism, the researcher explored the mastery of knowledge and teaching competences. It also described behavior and attitude of teacher in enhancing teaching profession as well as effective learning in professional development activities. Furthermore, this study identified the supports and the constraints of promoting professionalism and professional development of teachers.

Hence, five problems concerning teacher professionalism and professional development were identified for investigation in this study. The first problem identified teacher competences as the main core of professionalism. In Indonesia, teachers are required to have good professional, pedagogic, personal, and social competences, but many researchers have proved that their knowledge, skills and instructional practices were still low (Sudarminta, 2000, Danim, 2010, Barber and Mourshed, 2007, World Bank, 2010). One of the most prevailing concerns of the Indonesian government was the mastery of professional knowledge, pedagogic skills, and academic aptitude which were also under the average of score test. In July, 2012, the surprising test results of 1. 006. 211 certified that teachers at all provinces including South Sulawesi on both professional and pedagogical competencies just gain the average score under 50 (Harian Kompas, 03/08/2012). Hence, it is evident to give serious attention towards Indonesian teachers because it influences teacher performance in teaching and facilitating students in learning.
The second problem related to teacher characters comprising of behavior, attitude, and ethics in reference to principles as well as values of professionalism. Goodson and Hargreaves (1996) also defined professionalism as quality and character of teacher’s action in behaving as professional within public sector professions. In an important study by Misbahuddin (2013), he concluded that teachers in South Sulawesi were less aware and serious in developing their profession. His findings also signed that teachers felt satisfied on skills and knowledge they obtained as this character contradicted with professional who were responsible in refining the content of their work. Moreover, attitude and behavior are two characters of professional teachers to develop stronger sense of professionalism (Kramer, 2003). Due to that, attitude is everything (Reding, 2000) while behavior is very important to recognize and to perform their takes in daily life (Wong and Wong, 1998). Teachers’ character can be evaluated on how they treat and teach students (Lumpkin, 2008). By showing positive attitude and behavior, teachers play an essential role in assisting students learning with moral-reasoning process.

In addition, based on the researcher’s private conversation with an island community, the school was only opened for at least three months throughout a year. Nationally, the rate of absenteeism among government teachers in the class was still 12.5 percent (SMERU, 2008) and the violence by teacher against student was still adorned by the media. Another unethical attitude that scares the future of students is dishonest among teachers in national test to pass the students in order to raise the school status (Novitasari, 2011; Alawiyah, 2012). These are signs of low commitment to the profession in which Indonesian teachers should be fully aware that they are role models to behave and act based on moral values and ethics as educators of the nation. The characters, behavior and attitude of a professional are essential element to develop the strong meaning of professionalism (Wong and Wong, 1998; Hurst and Reding, 2000).

The third problem had been in getting effective professional development, with teachers as the front line executors at school and policy makers as regulators at
the education department should examine the activities to support the professionalism of teachers. In addition, Nielsen (1996) concluded in his study that the government of Indonesia had attempted to enhance the quality of education by strengthening training for all teachers, but the result showed low level of commitment and investment in teacher professional development that did not produce improved performance. Besides, there is a strong indication that the failure had been caused by the weakness of evaluation as Bjork (2005) observed that evaluation mainly focused on ceremonial and managerial issues, but not on teacher performance.

Meanwhile, the fourth problem had been related to education policy reform especially for teacher professionalism and professional development. The policy had been related to management and supporting factors in education systems. The appropriate supports help teachers to accomplish their educational needs, as well as fulfill their educational demand, and vocational needs (Ifanti & Fotopoulopou, 2011) besides to be managed well (Day and Gu, 2007). A part form that the policy makers must take into account of teachers’ voice and needs in order to not only change but also to support teachers’ work effectively. They have to create a sense of professionalism in workplace environment such as continuous training and learning although the government of Indonesia itself has limitation fulfilling them (Sidik, 2012). Moreover, some regencies in South Sulawesi allocate very little budget for teacher training and not for every year. On the other hand, teachers face increased pressure and accountability but no increased corresponding in supports or resources to achieve higher standards. The policy has been continual but teachers as an agent of change get little support. In fact, they frequently become rhetorical target of the government.

The fifth problem was to minimize teachers’ constraints to improve their professionalism and to organize professional development as well. Ifanti and Fotopoulopou (2011) reiterated that unsatisfactory working condition like; low
salaries, big classes, poor bureaucracy and school administration system affected the professionalism negatively. Another factor is the insufficient and the inconsistent funding allocated to conduct as well as to participate in professional development. Moreover, the Indonesian Ministry of Education admitted that they had limitation in holding teacher training to support teacher professionalism (Directorate of Basic Education, 2012). They also faced systemic restrictions that made it difficult to join professional development, for instance; limited time, distance, and lack of regular communication with fellow teachers (Saluling, 2009). Hence, the government needs to redefine effective professional development such as internal workshop, training and mentoring among teachers.

The conditions above depend on the readiness level of government to encounter the fast changing and high demanding workforces. Everything should be prepared instantly to fulfill the needs without having quality control. As widely known, all professions as well as teachers have their own problems in giving satisfaction service to clients as they frame special treatments to distinguish them from other professions (Hilton & Southgate, 2007 and Whitty, 2008). Besides, the main issues had been usually related to the provision of quality services and provide satisfactory results. To achieve both of them, people usually associate with the professionalism of personnel and building teacher professional development in order to become a professional.

Therefore, this study was conducted to examine teacher professionalism and professional development to enrich the lack of researches on it in Indonesia, particularly in South Sulawesi. This study investigated; (1) the level of teachers’ competences; (2) the characteristics of teachers’ professional practices; (3) professional development practices; (4) the factors support professionalism and professional development; and (5) teachers constraints on both fields. In addition, a framework was developed to promote teacher professionalism and to improve teacher professional development.
1.5 Research Objectives

This study investigated teacher professionalism and teacher professional development in South Sulawesi, Indonesia. Hence, the questions proposed in this research would contribute to the improvement on how the teachers build their profession based on teacher professionalism models. Besides, it had been possibly to identify teachers’ constraints as professionals that would influence teacher quality and teaching practice in Indonesia. Meanwhile, in the professionalization process, teachers have had an agreement on their practice as Tichenor and Tichenor (2009) concluded that teacher professionalism level can be upgraded for all teachers as educators by diminishing the disagreement area on teacher professionalism.

The research objectives mainly comprise the qualitative that explore teachers’ pedagogic competence, characteristics of professional practices, professional development practices, supporting factors and constraints in promoting their professionalism as well as professional development. The objectives are listed below.

i. To determine the level of pedagogical competence among secondary school teachers in South Sulawesi, Indonesia.
ii. To describe the characteristics of teachers’ professional practices by secondary school teachers in South Sulawesi, Indonesia.
iii. To describe professional development practices among secondary school teachers in South Sulawesi, Indonesia.
iv. To identify the supporting factors of teacher professionalism and teacher professional development among secondary school teachers in South Sulawesi, Indonesia.
v. To identify the constraints faced in promoting teacher professionalism and professional development activities in South Sulawesi, Indonesia.
1.6 Research Questions

Based on the objectives in section 1.5, this study developed questions to investigate teacher professionalism and professional development practices, supports and constraints factors. The research questions are presented in following:

i. What is the level of pedagogic competence of secondary school teachers in South Sulawesi, Indonesia?

ii. What are the characteristics of teachers’ professional practices by secondary school teachers in South Sulawesi, Indonesia?

iii. How do the professional development activities effective in promoting teacher professionalism in South Sulawesi, Indonesia?

iv. What are the supporting factors of teacher professionalism and teacher professional development in South Sulawesi, Indonesia?

v. What are the constraints faced in promoting teacher professionalism and professional development in South Sulawesi, Indonesia?

1.7 Significance of the Study

This research was carried out to derive benefits that could be used theoretically and the practically. The significances of the study are depicted in the following:

i. This study provided a guideline for the government in implementing the policy and regulation in education to be coordinated among the agencies in education ministry. However, compliance is also required, completion, as well as implementation of the policy.

ii. The results of this research become a document to stakeholders concerning teacher empowerment policy in south Sulawesi, Indonesia.
Hence, the regional parliament, district education office, board of education, school committees, schools and teachers cooperates in conducting various professional development activities at schools.

iii. As for the regional parliament, this research becomes an evaluation reference in planning regulations to improve the quality of education, budget system, and control the education policies especially teacher empowerment policy. The parliament required to know teachers’ needs and their constraints.

iv. Meanwhile, for the regency government in South Sulawesi, the existence of this research could be employed as a recommendation to the implementation of education policies in fulfilling the needs of teachers and supporting the development of their professionalism.

v. This study becomes a guideline for teachers at school in achieving professional status as well as in conducting effective learning activities. Hence, the findings could be applied as the input for both the local and the national government in handling issues pertaining to teacher development.

1.8 Conceptual Framework of Study

In investigating teacher professionalism in developing teachers as professional by empowering professional development, several key concepts are elaborated in figure 1.1. Teacher professional development model by Desimone (2009) had been expected to bring changes among teachers’ practice, knowledge, skills, and attitude. She believes that effective professional development must consider the above mentioned five core features which mainly focused on content, active learning, coherence with the policy, duration, and collective participation among the school communities. The framework also involved the demography factors which focused
on gender, age, years of experience, and education background. These elements had been considered a significant toward building professionalism among teachers in South Sulawesi, Indonesia.

Additionally, the conceptual framework of the study included Tichenor and Tichenor (2005) and Sockett (1993) dimensions of teacher professionalism. They posited five dimensions that comprised of personal characters, having commitment to change teaching practice and continuous self-improvement, subject knowledge, pedagogical skills, and participation beyond the classroom. However, all the dimensions were not categorized rigidly based on Tichenor and Sockett’s framework. Instead, unification and addition from five to six dimensions were made to reflect the information needed. This flexibility was incorporated to obtain better reflection on the particular context and setting of teachers in South Sulawesi, Indonesia. The sub-areas under the six dimensions were further enriched to include the related-aspects.

The conceptual framework of the study comprised of five bases of selected dimensions of the concepts or theories. (i) characters related to the act of taking care and nurturing, sociable, patient, discipline, tolerant, confident, a role model, hard-working, creative-innovative, strong dedication, goal and vision-oriented, on time, enthusiastic, and risk-takers a. Behavior, ethic, and attitude include independent, obey the ethical conduct of profession, and collaborative; (ii) Pedagogical competence: classroom management, learning strategies and deep content-subject; (iii) Learning activities as commitment in changing their practice in the class and continuously having improvement: reflective and actively involved in the professional development activities; (iv) Supporting factors in management and resources: reward, career development, education and training, as well as learning resources; and (v) professionalism constraints: bureaucracy, workplace environment, financial and time.
Based on the exploration of teacher professionalism and professional development practices, it might give alternative to have professional teacher development in Figure 1.1 below:

**Figure 1.1:** The conceptual framework of the study in investigating teacher professionalism and professional development among secondary school teachers

### 1.9 Limitations of Study

This study had several limitations. In terms of administered and distributed the questionnaire, the researcher was difficult to meet the respondents directly because not all the teachers had classes at the day. It depended on their teaching
schedule. Some respondents asked several days to answer and finish the questionnaire. In gathering the data from six regencies also needed more time and cost because the research’s setting and location were quite far away from one to other regencies.

Another limitation was finding two respondents in regency for interview and observation. Some teachers felt that it was a hard duty to be interviewed and prepared the class for observation. After collecting data, the researcher had to learn how to analyze percentage, mean score, and standard deviation by using SPSS software and managing the qualitative data by using N-Vivo. All of the tools above were a new thing for the researcher. Many ways were used to finish the analysis such consulting with someone who understand about it or learnt from the tutorial in the internet.

1.10 Terms of Conceptual and Operational Definitions

Some definitions for terms related to conceptual and operational used in this study are described briefly. The terms comprised of teacher professionalism, behavior and attitude, pedagogical competence, learning activities, and professional development.

1.10.1 Teacher professionalism

The term of teacher professionalism is explained separately. Firstly, teacher means a person employed by a school district in a professional capacity to instruct students. Teacher is also defined as professional educator who is mainly assigned in educating, teaching, directing, guiding, training students, combined with routine
assessment and evaluation in early childhood, primary and secondary high school education (UUGD, 2005). In this study, teacher is someone who teaches at the state upper secondary school level in South Sulawesi and has been certified as a professional teacher.

Secondly, the term of professionalism is translated in different contexts. Evetts (2009) and Hargreaves (2000) defined it as the conduct, demeanour and standards that guide the work of professionals. It can also be described as the quality practice of performance, exemplary behaviour and attitude in occupation, as well as the way to incorporate obligation, skills and knowledge into collegiality context through ethical relation with clients (Hoyle, 1980). In the meantime, Sockett (1993) illustrated it as the way in conducting attitude and behaviour within daily occupation, how the members being fully competent with the required knowledge and skills through collective and collegial cooperation based on contractual and ethics with clients.

The notion of teacher professionalism in this study refers to practice of professional characters (behavior and attitude), master subject knowledge and pedagogical skills towards the profession as a teacher. A professional teacher recognizes the supporting factors and in overcoming the constraints of the career.

1.10.2 Behavior and attitude

Behavior is the sum of simple acts or what someone does. According to Wong and Wong (1998) a professional attitude is defined as the way of someone carrying out his or her business not by the business of a person in it. In this study, behavior is related to the act in doing his/her duty as a teacher in and out of school. Meanwhile, attitude is defined by Hornby (1974) as the manner of keeping or
holding one’s behavior, as well as the way of expressing feeling, mind, and attitude. According to Calhoun (1990) attitude is a group of beliefs and inherent feelings about a particular object and tendency to act against the object in a certain way. It is addressed as independency, obedience to ethical conduct, and collaboration among others.

1.10.3 Pedagogical competence

Competence of pedagogic is described as an individual capability in using, coordinating, and synergizing various physical resources (e.g. teaching materials such as textbooks, printed articles, and tools of technology such as software and hardware) as well as non-material resources (practical knowledge, skills, experience) to achieve efficient and effective pedagogical performance (Madhavaram, 2010). In this study, the definition had been translated as the ability of a teacher to manage the classroom and to apply various learning strategies based on subject-content in facilitating the students to learn.

1.10.4 Learning activities

Learning activities is described as daily activities that can be conducted in formal and non-formal situation by elaborating various learning experiences, as well as optimizing and empowering teachers’ knowledge, skills, abilities, and values. It involves the process of acquisition that helps teachers to develop the learning process among students, develop a common instruction in understanding the processes and the objectives of teaching and learning, as well as engage in improving teaching and learning (GTCE). In this study, learning activities mean formal and informal activities where teachers enhance their competence in teaching along their career.
1.10.5 Professional development

Desimone (2009) defined professional development as any activity to improve paid staff members roles for the present and the future in school districts. Professional development can also be seen as a process of professional growth (Keiny, 1994). It may refer to the degree of teachers’ value as a continuous self-development and a whole improvement among the school community. Teachers compile ideas through seminars presentation, colleagues, organizations meeting, and other professional earning activities in updating current knowledge, particularly the latest instructional knowledge and practices (Gruenert, 1998).

Meanwhile, professional development in this study had been related to teacher learning activities (self-learning, mentoring, as well as in-service training) in and out of school by considering the principles such as focus on relevant content, participant active learning, coherence with the local and national policy, sufficient time to practice and to reflect the learning, and collective participation of school communities in achieving effective result.
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