

CHAPTER I

INTRODUCTION

This chapter presents an introduction of the study. It is divided into several parts: background of the study, statement of problem, objective of study, significance of study, scope and limitation of study, and definition of key terms.

1.1 Background of Study

Education is a major factor in the development of a civilization on a culture, it is well recognized by everyone in the world. Talking about education, Indonesia is one of countries that has a high commitment to education. As an evidence, education is one of the constitutional mandate of the 1945 Constitution in Indonesia. The opinion of Baswedan (2010) in Ardianto's article is "The core of education instead of regulation or ordinance, nor facilities and infrastructure they have significant, but not urgent things, the most important factor in supporting the achievement of educational goals is teacher".

Law Teachers and Lecturers No. 14 year 2005 also mention competencies which have to be mastered by teacher in article 10 paragraph (1) they are teacher competence includes pedagogical competence, personal competence, social competence, and professional competencies acquired through professional education. Kusnendar (2011) mentions that professional teacher has characteristic below:

1. Having a good teaching skill. Teachers who have a high pedagogical competence is a teacher who always has an excellent teaching skills, which in many ways in selecting models, strategies and teaching methods appropriate to the characteristics and the characteristics of the Basic Competence learners

2. Having an extensive knowledge. Teachers should continually develop their knowledge by increasing mastery of knowledge on a continuous basis so that the knowledge he has constantly evolved to keep track of the time
3. Mastering curriculum. The curriculum can be changed according to user needs and input of expert graduates. So in implementing curriculum teachers are as facilitators in the learning process
4. Mastering the instructional media. Professional teachers should be able to master the medium of learning, development tools / media competency-based learning can be both local and modern ICT based
5. Mastery of technology. Mastery of technology is absolutely required by the teacher. Teacher can enlarge their knowledge and creates modern learning method
6. Having a good personality. If a teacher has characteristics like the above, science will be taught as well. Many students hate a learning process from teacher who has hard, rough and tough way in teaching.
7. Being a good role model. Teachers should be good role models for students. Teachers as professional educators are required to always be an example to the people around him. The public will see how the attitudes and actions of teachers every day, whether there is or is not exemplary.

The researcher takes one of characteristics of professional teacher.

A teacher must have good teaching skill. Teaching skill is a must skill. A teacher must be able to deliver the lesson well to the students. If a teacher does not have good teaching skill, the learning goal will not be delivered well. Bondan (2010) mentions eight basic skills of teaching, they are:

1. Skill of asking basic
2. Skill of providing reinforcement
3. Skill of holding variations in teaching learning
4. Skill of explaining
5. Skill of opening and closing lessons
6. Skill of leading a small group discussion
7. Skill of classroom management and discipline
8. Skill of individual teaching

Catarts (2012) says “Teacher is not only as a preceptor who transfers of knowledge, but also as a preceptor who transfers of values as well as mentor who provides direction and guides students in learning”. Professional teachers should capable of performing these tasks in accordance with the legal mandate however,

the fact that there is the existence of a professional teacher is very far from what has been expected. Many schools with lower quality professional teachers indicate that professional teacher is only a discourse. It makes the government undertakes an assessment of the professionalism of teachers nationwide through the teacher certification program.

Certification of teachers is the process of granting a certificate to the teacher educator who served as a classroom teacher, subject teachers, guidance and counseling teachers, and teachers in the department appointed prefect of the education unit. Juliana (2012) states that the purposes of teacher certification are:

1. To determine the feasibility of carrying out duties as a teacher in a learning agent and achieve national education goals,
2. To improve the process and quality of education,
3. To elevate the status of teachers,
4. To elevate the professionalism of teacher.

Based on data in 2012 from The Ministry of Education and Culture of Indonesia the number of teachers in Indonesia is 10.471 teachers. Based on professionalism, it is measured by certification, 1.216 of them have been certified. Teacher who has an educator certificate is considered as a professional teacher because he/she has been through the stages of assessment set by the government. Actually willingness of governments through certification of teacher is to improve the professionalism of teachers. However, this does not necessarily remove the professionalism problem of teachers. Although the teachers have been certified teachers, but there are still many who have not the characteristic as a professional

teacher as has been shown by the researcher above. A certified teacher does not guarantee that the teacher can hold a good teaching learning process.

However, these objectives of teacher certification are not fully met. The indications indicate that teacher certification is a measure of professionalism that is not appropriate because the current teacher certification causes more new problems than the benefits. It can be seen from some of the things that indicate of poor certification. A certified teacher should be able to create quality, creative, and innovative learning, as mentioned by researcher above that a professional teacher should have good teaching skills then supported by mastering of material and mastering instructional media. The media here is both conventional and modern media. Some modern medias use technology to run. However, there are many certified teachers do not master technology. Teachers prefer to use the lecture method in delivering learning materials. Though, mastery of technology is one of the characteristics of professional teachers. Teachers who have been certified are not a guarantee in creating a good learning process.

Other indication indicates that certification is not a proper measure of teacher professionalism is certified teachers often prosecute their right. It is new problem in education. Indeed fight for the rights of teachers, are not to blame. Moreover, the article which regulates the rights of teachers professionally written earlier than the obligations in Law of Teachers and Lectures. Nugroho (2011) says that "teachers rarely discuss how to realize the obligation to carry out the task of professionalism".

Another problem posed by the teacher certification is jealousy. Muslihin (2013) says that "teacher certification creates a gap between certified teachers and

non-certified teachers. Now, become a teacher can raise their social status. The rise in social status is very dramatic and makes other teachers to jealous”.

Currently, the position as a teacher raises their social status. Non-certified teachers who feel they have the characteristics of a professional teacher does not have the opportunity to follow the teacher certification program due to several things such as young age, lack of teaching hours, or employment is still new, teachers who have not received a certificate as if they are not considered a professional. Though, if we have been decided become a teacher, although receive allowance or not, still have to work in a professional. Then it involves a jealousy among teachers who are certified and who are not, so that can be an obstacle for teachers in performing their duties.

Other negative side of teacher certification is also perceived by students. Disbursement mechanism sacrifices teacher’s time for students. Teacher must collect the supporting data in the form of Teaching Decree, distribution of teaching hours, copy of teaching certificate, and others which is called the filing. To prepare these data, teachers often sacrifice their teaching time. It is detrimental to students.

Professionalism of teachers who have received professional certificates themselves is questionable by many parties. Professional certificate as if it is merely a formality, do not touch the substance. Therefore, criteria or measures used government as a condition of obtaining teacher professional certificate needs to be reviewed more. Certification program that is supposed to improve the welfare of teachers should be offset by an increasing the professionalism of teachers.

Professional development of teachers can be motivated internally and externally. Teacher certification program is one form of external motivation from the government to improve the professionalism of teachers. However, this program makes teachers are considered to be professional and they are lazy to develop their professionalism. The purpose of teacher professional development is to improve the quality of teachers in order that teachers become more professional in doing their duties and responsibilities. It intends to increase the number of professional teacher.

Types of professional development activities include self-development that includes; functional Training: courses, training, upgrading, other forms of training. Teacher collective activities that can improve teachers' teaching skill are:

- a. Joining workshop or in house training, seminars, colloquium, panel discussions, or other forms of scientific meetings for the preparation of the curriculum and learning activities based Information and Communication Technology either as a discussant or participants
- b. Assessment, development of instructional media or other activities to teacher professional development activities
- c. Joining the collective activities of other appropriate duties and obligations associated with the professional development of teachers.

When the activities above are fully implemented, the standards and the related indicators bellow can help improve the quality of professional development by:

1. Providing a clear vision of high-quality professional development that recognizes local needs, priorities, and resources
2. guiding planning, designing, implementing, and evaluating high quality professional development, including both professional development programs and an entire professional development agenda
3. supporting alignment of professional development with goals for improving student learning and state, district, and school policies and priorities
4. informing allocation of resources for professional development, and
5. defining accountability for ensuring that professional development is of the highest quality and readily accessible to all teachers.

Although there are standards that can improve the professionalism of teachers, but some teachers do not strive to improve professionalism. It makes the quality of teaching learning activities is not increased.

In this research, the researcher takes data from MTs. Al Ibrohimi Manyar Gresik. The school has two English teachers. Both of the them are certified teacher. Based on professionalism, it is measured by certification. So, the researcher looks for teachers who have been certified. They have teaching experience more than five years. They have taught in that school before the certification program. They have experiences in teaching before certification and after certification. It indicates that they strive to improve professionalism. The researcher hopes they can share their experience during they teach. Because of that, this research focuses on the implementation of teacher professional development related with teaching skill.

1.2 Statement of Problem

Based on the background of the study, the researcher intends to investigate:

1. How do teachers at MTs. Al Ibrohimi Manyar Gresik develop their skill in teaching learning activities?
2. What problems do teachers face in teaching learning activities?
3. How do teachers solve problems during teaching learning activities?

1.3 Objective of Study

Accordance with the formulation of the problem, the objective or the aims of the research is to:

1. Know how teachers at MTs. Al Ibrohimi Manyar Gresik develop their skill in teaching learning activities.
2. Know what problems teachers face in teaching learning activities.
3. Know how teachers solve problems during teaching learning activities.

1.4 Significance of Study

Professional teachers are very helpful in teaching and learning activities. The result of this research is expected to be useful for everyone who wants to be a good teacher. A good teacher is the most important factor in supporting the achievement of educational goals. The results of this research are also expected to be the guidance for the teachers in developing their professionalism especially in improving teaching skill. Besides that, it is expected to advance education in Indonesia generally, especially in Gresik.

1.5 Scope and Limitation of Study

There are four competences that must be mastered by the teacher to be a professional teacher; they are pedagogical competency, personal competency, professional competency, and social competency. The researcher takes one of competencies, it is professional competencies. A professional teacher has effort to develop professionalism. It indicates from seven components of Teacher professional development they are; teaching skill, extensive knowledge, mastery

of curriculum, mastery of instructional media, mastery of technology, personality, and being a good role model. The researcher focuses on the teaching skill. The researcher explores the way teachers teach, the problems that teachers are faced, and the solutions that teachers have.

1.6 Definition of Key Terms

1. **Teacher** is people who teaches and has been certified. Teachers here are English teachers in MTs. Al Ibrohimi Manyar Gresik.
2. **Professional Teacher** is a teacher who has educator certification.
3. **Professional development** is an effort to improve the quality of English teachers who have been certified either formally such as attending workshops and professional meetings, mentoring, etc or informally such as reading professional publications, watching television documentaries related to an academic discipline, etc.
4. **Teaching Skill** is a must skill in delivering lesson to the students. It has to be mastered by a teacher for the achievement of educational goals.