

Syahrani, *The Professionalism of Certified Teachers in...*

The Professionalism of Certified Teachers in Instructional Process: A Case Study of Secondary School Teachers in Jambi

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Abstract: The purpose of this research is to reveal teaching commitment of certified teachers who teach in private Madrasah in Jambi to increase the learning. The participants are teachers (civil servant) who teach in several private Madrasah in Jambi. It is the phenomenology qualitative research, referring to the eleventh steps proposed by Spradley (1980). This research revealed two important findings. First, the teachers realize that they need to be committed in their teaching as a way to improve their professionalism and also instructional quality. The second important finding is that there is a lack of supervisory effort to supervise certified teachers, and thus there has no coordination between teachers and the stakeholders. This makes MGMP and KKG does not run effectively.

Keywords: Professional teacher, certified teacher, commitment and responsibility, instructional process

INTRODUCTION

The regulation on system of National Education no 20, 2003 chapter III no. 4 on educational management and administration stated that education is managed democratically without discrimination on the basis of human rights, religious beliefs, cultural values and nationalities. Second, education is managed holistically; third, education should be seen as the process of culturalisation and empowerment of students; fourth, education shape students' willingness to learn and develop students' creativity. First, education is organized through shaping students and wider communities' literacy skills, and sixth, education is managed through encouraging wider community engagement and involvement.

To achieve these aforementioned goals, educational institutions require the involvement of skillful and professional teachers. These qualified teachers do not only transfer knowledge per se, but also shape students' attitudes Van Scotter, J. Kraft dan D. Haas (1979: 120), in which they argue that the functions of teachers are; (1) *education*

(including not only knowledge and skill, but also attitudes, values, and sensibilities, (2) social role selection (including not only the highly visible act of certification but also the more subtle forms of sorting and selecting, (3) indoctrination, (4) custodial care, and (5) community activity.

Teachers as educators hold the central point in an educational institution. This is because they are responsible for the learning process implemented at school owing to the fact that teachers always act as the closest persons in their students' educational states. Their significance is not only as the learning director, but also as a guide for their students' success. They are demanded to show their professionalism as a qualified teacher to carry out their duty as the agent of change in expanding the students' knowledge and life skill in the community they live in. Each essence of the material carried out by the teachers will show results when students understand and apply it in their daily life.

According to Prayitno (2008: 288), the learning process empowered by the latent

energy from both teachers and students, and also the learning community surrounding them must result in the energy generating a positive outcome.

Therefore, teachers' primary functions as educators are to activate, connect, and unite the energies into one educational force (*kekuatan pendidikan*) in a form of learning spirit (*energi pembelajaran*) to achieve the intended learning goals. A support to the educational force between teachers and students interaction in the learning process can be actualized through the learning spirit supported by its two pillars; "*dignity*", including (1) approval, (2) affection and tenderness, (3) guidance, (4) a firmly educating action, and the other one, "*theory*" including (1) curriculum, (2) teaching methods, (3) teaching aides, (4) learning community, and (5) learning assessment (Prayitno, 2009: 50-58).

It is clearly stated in the regulation no. 20, 2003 article 39 that teachers' duties and responsibilities are to plan, implement, assess, guide the learning process, train, do research on the learning results, and do the community service. Furthermore, Indonesian Law no. 14, 2005 regarding Teachers and Lecturers Chapter I, no. 1 mentions that "*Teachers are professional educators whose primary duties are to educate, teach, guide, direct, train, assess, and evaluate young learners in formal education route, elementary, and also high school.*" According to regulation no. 4, 'professional' is a duty or action that acts as a source of income needing standardized ability, skill or expertise, and profession coaching. To be professional, a teacher must have the competences as written in regulation no. 14, 2004, no. 10 regarding Teachers and Lecturers which says that competence is a set of knowledge, skill, and attitude that a teacher or lecturer must have, understand, and master in carrying out their professional tasks.

Government regulation no.19, 2005 about National Education Standard, Chapter VI on Educators and Educational Personnels Sandard, Section one on Educators, subsection 28, no. 1 points out that educators must be academically qualified and competent as the

agent of change, possessing good spiritual and physycal states, and have the ability to actualize the goals of national education. Meanwhile, subsection no. 3 explains the competences of education personnels in elementary, high school, and early childhood education, including: (a) pedagogic competence, (b) personality competence, (c) professional competence, and (d) professional competence.

The regulation number 14, 2005, article 1, no. 11 and 12 on teachers and lecturers defines that certification is a process to certify teachers and lecturers. The certificate serves as a valid proof as professional teachers and lecturers. In line with this, teachers are given salary for their professionalism. This is in accordance as explained by regulation no. 15 and 16, which suggest that salary is a periodic financial compensation attributed to teachers or lecturers for their profession as education providers or education personnels. Thus, salary is financial right of techers and lecturers as reward for their professional tasks established on the basis of accomplishment on the achievement reflecting the teachers' or lecturers' dignity as professional educators.

Nyayu (2013:99) finds that the post-certified teachers performance either taken as whole or observed through the learning indicators, lesson plan, implementation, and profession development is on medium level and even lower. This phenomenon implies that teachers performance is still below the standard even after being certified and given the certification funds. Thus, it can be concluded that the certification programme initiated by the government which has spent a large amount of expenses does not optimize the teachers' performance to the maximum extent.

These days, thousands or even hundred thousands of Indonesian teachers have obtained a status as certified teachers, including the teachers in Jambi. It means, these teachers have been acknowledged as professional teachers and given additional funds equals to the basic salary plus other allowance as written in the regulation. In terms of this, the income even for the teachers who serve and teach in rural areas

should have been more than enough. Reviewing the income and the additional funds arranged by the government, certified teachers' salary is actually more than enough. This also applies to the teachers on rural areas.

Then, how is the current condition seen from their performance and the quality of the learning process? Do the certified teachers perform and implement the aspects mentioned in Education Ministry of Indonesia regulation no.18, 2007 regarding the certification of teachers about their position, purpose, function, and use as certified teachers? Why does this question even occur? It is difficult to ascertain the indicators that brings improvement on the quality of education in Indonesia with the certification program on going for five years (since 2007) along with the advances made for perfection. The community starts to comment, criticize, and even against the idea of certification funds supply to the teachers. This is because the certification program does not correlate positively on the improvement of our graduates quality especially those from elementary and high school level, and other schools under the ministry of religion supervision. In other words, the teachers receiving additional funds equals to their basic salary does not give any contribution that brings changes in the learning process and their students achievement.

This research is intended to answer the following questions: What are the professionalism efforts of certified teachers to improve the learning quality in Islamic school? How is the coaching for the certified teachers in improving the learning quality in islamic shool? What are the hindrance and supporting factors the certified teachers face in improving the learning quality in islamic school?

METHOD

This research was carried out using qualitative approach. This approach was chosen due to the objective to investigate the "real meaning" of the employed certified teachers and their interaction with learners, professional fellows, and the stakeholders (the ministry of

religion and LPTK FITK IAIN STS in Jambi). The steps used in this research were adopted from Spradley (1980).

This research specifically investigated about the employed certified teachers who teach in Jambi private Islamic school in learning and social environment. In terms of this, Bogdan & Biklen (1982) suggest that qualitative research considers several aspects such as; (1) natural environment as source of data, (2) researcher as key instrument, (3) process as more important aspect than result, (4) inductive data analysis, (5) participants backgrounds to respond to a phenomenon as essential aspect.

Meanwhile, the sampling technique used in this research was based on the criteria introduced by Spradley (1980). The criteria are as follows; (1) the subjects of research have to be "immersed" intensively and long enough in certain activity or "field of activity" to be researched, (2) the subjects of research must be actively involved in the environment to be researched, (3) the subjects of research are available as source of information, (4) subjects of research must not give the "made up" or "fixed" information, and (5) subjects of research who was originally "stranger" for researcher must be taken as new source of information to be "explored" more enthusiastically.

The data for this research was collected through observation, interview, documentation, and other instruments supported by direct interaction with subjects such as listening, observing, speaking, questioning, asking for clarification, expressing, and analyzing the implicit signals from the subjects of research (Denzin & Lincoln, 2009: 525).

In order to ensure the validity of data collection, the researcher referred to Lincoln & Guba (1985: 328-332) who suggested to use; (1) *credibility standard*, (2) *transferability standard*, (3) *dependability standard*, and *conformability standard*. The quality of this research depended on the first hand data collected through the field of research and observation supported by the data recording performed by the researcher. The supervisor or

consultant help is highly expected to obtain the intended standards.

The technique of data analysis implemented in this study was as suggested by Spradley (1980). The steps of analysis were done as follows: (1) domain analysis, an analysis to get a general picture and understanding about the focus or the problem of the research. In other words, this analysis was the effort done to find certain pattern or a process to explore the cultural values or parts containing smaller substances in certain social environment, (2) taxonomy analysis, an analysis to contribute a taxonomy which describes and explains the phenomenon on the research focus and (3) componential analysis. According to Spradley (1980), componential analysis is an effort to systematically explore culture containing such systematical components. In order to identify some contrast dimensions, there are some contrast questions to be asked. When the questions are given to the subjects, then the contrasting dimension can be identified. The dimension exploration from one category to the other can be done by classifying the attributes found in a form of a paradigm, and (4) cultural theme, this theme is discovered by performing componential standard analysis.

RESEARCH FINDINGS

Teachers are noble figures everybody waits, longs, and takes for an example for their meaningful and splendid teachings. The lessons they bring are implemented and imitated by other people for more advance in human civilization in this universe. It is something hard to imagine a life without teachers to lead, guide, direct, train, teach, and educate people (Yamin, 2006:64).

Teachers are expected to have certain ability out of the prerequisite performances. This profession is considered promising not only for the noble duties they carry out but also because teachers will receive people's appreciation to exalt their dignity one day. This makes teachers as a profession requiring certain criteria and conditions.

This part discussed the findings on the problem formulation and focus under the title of "The Professionalism of Certified Teachers (A Case Study of Secondary School Teachers in Jambi)". There would be two topic to discuss; (1) What are the professionalism efforts of certified teacher in improving the quality of education in islamic school? and (2) How is the coaching for the certified teachers in improving the learning quality in islamic school?

Professionalism Efforts of Certified Teacher in Improving the Quality of Education in Islamic School.

It was revealed that professional teachers' efforts in improving the quality of learning at madrasah required a high commitment in the teachers themselves, not merely doing their duties and obligations which are inherent in the teachers because they served as teachers. The commitment was embodied in real actions and in teachers' daily Activities.

Teachers' efforts to improve the professionalism should be started from the teachers themselves. As certified teachers, they had to strive to increase their professionalism by following many activities undertaken by teachers from other schools such as through MGMP (Subject Teachers Council) conducted by teachers from the Department of Education and Culture environment. Communication and relationship building between teachers of madrasah and schools within the Ministry of Education and culture became important in order to get the information. This was important so that we did not miss the information and usually the information from the Ministry of Religious was received late by teachers. (The Interview done on June 26th, 2013. 13.00 pm).

Improving the quality of teaching at Madrasah for the professionalism of certified teachers has become the duty of the teachers, especially for certified teachers. There was a burden not only about the duties and responsibilities because aside from the status of certified teachers, there was also an award given by the government in the form of additional

income support one teacher base salary. Regarding to this, teachers should try various ways to be professional certified teachers that are not questioned by many people (Interview done on June 26th, 2013).

“The quality of teachers is highly dependent ourselves. We must have desire to learn, look for experiences as much as possible, ask, be not shy to interact with friends or other teachers, and exchange information. In addition, we also need to open up for our shortcomings. Just be honest. I am a certified teacher and i realize that i still have many shortcomings; for instance, having low capacity to access information on the Internet. Sometimes, we are becoming incompetent at technology as well. In fact, one way to enhance the quality of learning in the classroom that should be done by the teachers is to teach by using technology. Reality shows that there are many teachers who are still unable to access information through the media "(Interview done on June 28th, 2013. 13.00 pm).

In line with the opinion of the teacher of MTs Labor, MTs Tarbiyah Islamiyah teacher also stated, as follows:

“I have been supplied the certification funds for about two years. Materially, my income as a teacher has a pretty good supplemental. I realized that I have responsibility. As a certified teacher, I am obliged to teach a minimum of 24 hours in a week correspond to the rules enacted. For that, I try to fulfill the obligation to teach 24 hours, even in MTs Tarbiyah Islamiyah, limited class makes lesson hours become limited as well, then the certified teachers try to fulfill it by adding other activities, such as by being a homeroom teacher, vice

principal, or becoming patrons of students' activities like scouts and UKS. Increasing the communication among the teachers is certainly an effort to increase the quality of teachers. It should be admitted that the efforts to improve the quality of certified teachers in the Ministry of Religious of Jambi city are very limited. It is only for public madrasah teachers, not for private madrasah teachers. If there is no public madrasah teachers, then private madrasah teachers will be given the opportunity to participate in the activities”. (Interview, on June 29th, 2013. At 17.00 pm).

Based on the author's observation in the field from several research locations particularly related to certified civil service teachers who teach in private madrasah in Jambi city, it were recognized that the teachers still has not shown an improvement in the quality of teaching. it could be seen from many things such as preparation of instructional devices (RPP, syllabus) for semester, annual RPP that requires perfection, teaching handbooks which are only limited to the teacher's handbook, and the media that is not developed by adopting technological advances (Interview, June 28th, 2013, 17:00 pm).

“Supposedly, we, certified teachers, should improve ourselves in the preparation of teaching which can be done by utilizing technology advances and media that are available. Besides, the teachers have to prepare more complete learning devices which start from preparing the content (materials) of subject, analyzing the material, analyzing the lattice problem, until preparing themselves while teaching. Preparing ourself plays as important matter because students surely will see our performance thoroughly while we are teaching. They will know if we

have lack of preparation for teaching. At the present, our children do not only obtain knowledge in the classroom, but also they gain information and knowledge that might be accessed through internet. Therefore, i often remind the teachers who have acquired the status of certified teachers to constantly enhance their ability to teach, to not get tired of learning with the teachers who have been good at teaching, or to frequently seek essential information which can be helpful to support their potential ability. Moreover, it is equally important to maintain our performance every day. As a result, it gives much pleasure for the students. (Interview, on July 1st, 2013, 12:30 pm).

In accordance with the Head of MTs Azaz Islamiyah, the same thing was stated by the Head of MTs Labor of Tarbiyah Faculty, as follow:

“As a certified teacher, I frequently remind the teachers to improve their quality in order to increase instructional quality in the classroom. The government is trying to give the best for our teachers so that the education in Indonesia become more advanced. However, i occasionally think that there are also some teachers who consider this as an easy matter. Whereas, they have been receiving allowance income as certified teachers each month. Thus, there must be a significant positive relationship between the addition of salary and the quality of students' learning. I believe the efforts of certified teachers in improving the interactional quality in the classroom have been not optimal yet.

The teachers still implement variety of teaching models which put the

teachers to be more dominant in the learning process; as consequence, students will be less active. Furthermore, the teachers keep using existing media such as blackboards and textbooks. There are few of them who are able to use media technology like the internet. I wonder whether they realize their position as certified teachers and the demands of today's educational world, referring to their activities everyday are only teaching and teaching without trying to seek and gain more experience with the activities outside of the school; for example, being involved in the education community”. (Interview, July 3rd, 2013, at 13:00 pm).

This fact has become a concern for the principal of MTs Labor. It is how to make certified teachers continue to improve their professionalism which result in the improvement of instructional quality regarding to the demand and responsibility of certified teachers. In this case, the government, both the Ministry of National Education and the Ministry of Religious always try to continue to initiate various activities in order to improve the quality of certified teachers; for instance, by preparing the reports of teachers' performance (LKG), which contain the reports of all teachers' activities during teaching process after designated as a certified teacher that is done within the Ministry of National Education, as well as within the Ministry of Religious. (Interview, on July 4th, 2013. At 12.00 pm).

Coaching Program for Certified Teachers

Coaching program for certified teachers is a necessity that must be implemented by stakeholders. Considering the Law on Teachers and Lecturers number 14/2005, and the Government Regulation No. 19/2005 on National Education Standards chapter VI related to Teachers and Education Personnel Standards. It has mandated that teachers who have passed

both portfolio procedure and education training are considered competent and have a professional teacher status and given additional income.

Observations conducted by writer in the field, coaching program for teachers, specifically for certified teachers who teach in private Islamic school (Madrasah), it is still far away from the expectations. Based on some search and interviews with several principals and certified teachers. There is no fixed model for certified teachers to teach in class until now. The government should have been thinking in that way, so that the certified teachers always be well prepared. This coaching program is about training those teachers to experience some skills, to be better than what they have today. The competence of certified teachers who teach in private schools, for instance: initiative/innovative in teaching in order to give good understanding for learners, having commitment to improve their competence, etc. For example like what they have in Tarbiyah faculty of education and teacher training in IAIN Sulthan Thaha Saifuddin Jambi, a considerable part of them are uncertified teachers. Furthermore, The request from religious affair of Jambi is just a report of teacher performance (LKG), that is not a real coaching program, it is just the usual report from teachers to government. The government, especially educational ministry is already has a brief concept of coaching program for certified teachers. (interview, July 3, 2013. 01.00 pm)

Opportunity to get the coaching program through training for certified teacher is hard to get. It should be easy for certified teachers to get their personal rights. If there is a will of teachers to develop their skill, it must come from their initiatives. For instance, they take master degree program in IAIN SulthanThahaSaifuddin Jambi or outside the city, as being told by a teacher of MTs TarbiyahIslamiyah (interview, July 3, 2013. 01.00 pm).

Development through Education and Training (Diklat)

The coaching program for certified teachers is conducted by authority with good plan and well organized, through the policy that has been arranged based on the fund of APBN or APBD. As that has been done by National Education Ministry and Religious Ministry of Republic of Indonesia. Religious Ministry has been done training for teachers annually. In 2012, Teacher Competency Enhancement Training (PKG) has been done through commitment between Islamic Education Bureau (PAI) of Religious Ministry with Education and Teacher Training of Tarbiyah Faculty of IAIN SulthanThahaSaifuddin Jambi as organizer, with teachers that have been certified in the same year. Honestly, the writer does not have any details of the training yet, this training started from November 29 – December 17, 2012. According to the guidance book of PKG 2012, the participants are from Islamic Education Teachers (PAIS) for Elementary (PAIS), Junior (SMP), and Senior High School (SMK).

Teacher Competency Enhancement Training (PKG) in 2012 and 2013, for example, the objectives to be achieved are as follow: 1) improve the skills of teachers of Islamic education in the context of the learning implementation that has a capability and commitment in implementing PAI in school, 2) enhance the ability and knowledge of teachers about the material in order to get good understanding to develop Islamic education materials, and 3) improve the ability GPAI in creating a good culture in school(School Culture) conducive in order to enhance the ability of learners to integrate religion, in terms of understanding, appreciation and daily behavior. While the targets to be expected from the implementation of this PKG is: 1) be able to design and develop teaching materials PAI contextually, 2) be able to create innovation through the implementation of PAI learning and PAIKEM, and 3) be able to develop PAI learning media through ICT. (See Guidelines for PKG in 2012: 2-3) and (Interview, November 28, 2013. 9:30 am).

When the author conducted interviews with private Islamic school teachers who have passed the certification in 2010 and 2011 of the Ministry of Religious Affairs Department Jambi, and asking about the Teacher Competency Enhancement (PKG) activity in 2012 which conducted by Tarbiyah Faculty of IAIN Sulthan Taha Saifuddin Jambi, The teachers have a passion and a strong desire to participate in that activity, considering that for about two years, we, who have passed the certification of teachers do not get any training yet. The teachers will be very glad if there is an activity such Teacher Competency Enhancement (PKG) especially for teachers who have passed the certification, specifically for teachers in the Ministry of Religious Affairs. The teachers responded well, even not in this year, they still hope for next year that kind of this activity will be there, in order to gain some experiences and to see the progress of certified teachers. The writer also hopes, PKG is made for both teachers in The National Education and The Religious Ministry and hopefully this activity can be done next year. (Interview, November 29, 2013. 07:30 pm).

Coaching through Principal Congress (MKSS), Subject Teacher Congress (MGMPs), Teacher Working Group (KKG)

Besides coaching certified teachers program through training and education activity that organized well as mentioned above, some coaching activities that improve the quality of teachers' can be done through Principal Congress (MKSS), Subject Teacher Congress (MGMPs) or through the Teacher Working Group (KKG).

Based on Observations and interviews conducted by writer directly, with a few principals of MTs and teachers revealed, for example, according to the head of MTs Azas Islamiyah, that: the congress for principals is rare, or never done. This kind of activity should be conducted periodically, of course this be well facilitated by the Ministry of Religious of Jambi. The principals can discuss many things among them in this forum. Sometimes the

principals may have discussion among them in informal forum. This moment is usually about sharing information and experience, including certification. Because not specifically discussed by principals in the forum, certification issue is often missed. From the information obtained, the MKKS is hard to make because of financial matter (Interview, July 4, 2013. 12:00 am).

Ideally, MGMP can function as an effective media for teachers to discuss many things, it is not only about learning process in the classroom, but also about teachers' personal problem, teachers' competence and professionalism as a teacher to interact with people. In some places (outside the province of Jambi) MGMP is actually an excellent place for teachers to express their opinions, arguments, and even personal complaints about education problem they face today, also professionalism as certified teachers. A Lot things to do, considering our demands for certified teachers are big to make some changes in our education.

Law of Teachers and Lecturers number 14/2005 and Government Regulation No. 19/2005 mandates that a professional teacher should be minimum S-1/D-4 and has competence as an agent of learning which proved by getting an educator certificate after he/she passed the competency test. The teacher is rewarded with once additional salary. Law and Government Regulation showed the factors that support the professionalism of certified teachers in improving the quality of learning, such as: 1) The law that requires a minimum S-1/D-4 for professional teacher, 2) Salary / Benefit, 3) Devotion for the working period.

Every activity that requires human involvement as a subject in the activity is usually an inhibiting factor. It is similar with the efforts of the professionalism of certified teachers in improving quality of learning. This barrier, however steals the writer's attention. Based on some interviews and observations revealed that the main obstacle for certified teachers in improving the quality of learning at the school, as follows: 1). coordination. Coordination among certified teachers seemed very weak. Coordination among Principals is

not well organized. Communication among stakeholders with teachers and Principals are not as expected. 2) funding. This old problem always appears in every human activity, funding can be a key factor why activities in improving the quality of education becoming barrier, including the efforts to develop the professionalism of teachers.

DISCUSSION

A teacher is a figure / figure that attached to someone who has respected by people. His/Her presence is waiting by everyone, coveted, and even as a model for people to learn, to get something meaningful, even to develop it for human civilization on this earth. It is hard to imagine if there is no teacher in this life who can leads, guides, directs, trains, teaches and educates humans.

A teacher is required to have particular skills, it is not only about performance, but even more than that because this profession is considered as a promising profession for many people, besides this work is a noble. This profession is able to raise the dignity of the human in the future. This profession also requires a person to have some criteria and special requirement, considering not everyone is able to do it well.

Based on the research, that teachers need to be more professional, in order to carry out the expected learning process, especially when the process of learning in Islamic Private School in Jambi. The teachers should be more conscious that they need to improve the professionalism by developing some skills. In addition, they have to be aware of their certified teacher status. Certified teachers should be straight to commitment as a professional teacher as demanded in the law number 14/2005. In this era, the teachers must be well prepared to face this situation. They need to be ready to give their best effort, energy, thought, in order to teach and educate the students, to reach what the students, parents, dreaming of.

Understanding the nature of professionalism is important for teachers. As defined by Prayitno (2008) that they have to be

able to mention, decipher, answer, associate, search for data then process them well. It demanded a good mental to affect their understandings. The Professionalism of certified teachers is needed to improve the quality of learning, especially in Islamic private school in Jambi to create a good atmosphere in teaching-learning process. An Effective school is greatly influenced by quality and character of teachers. Reynolds and Teddlie in Jamaluddin (2002:22-23) stated nine characters of teacher that support an effective school, they are: (1) an effective school leadership, (2) effective teachers and teaching process, (3) terfoks in learning, (4) creating positive culture school, (5) high expectations of achievement and behavior, (6) emphasizing the responsibilities and rights of students, (7) monitoring developments of all grade levels, (8) the skill development of all staff, and (9) involving the parents. Teachers are expected to give change for the better learning situation.

The teacher is the main actor, who participated in affecting the quality of the learners. Teacher is also the most important element in an education system. He is spearheading. Student learning process is influenced by how the students view their teachers. Teacher's personality like attention, warmness, and support, are believed to give motivation to students in order to enhance their capacity. Teacher's Empathy fosters student academic achievement significantly. Teachers, need to show a positive image of them in order to build good relationship with students in learning process. Furthermore, respect and love of the teacher are considered to be main factor of students' success. It is similar to adult, the compliance of student psychological aspect will stimulate the students to give their best effort in reaching good result (Jamaluddin, 2002: 36-37). Professionalism of teacher will born a new figure that has a strong character as dreamed by people of Indonesia. The problems begin with the process of teacher recruitment, discrepancy between civil teacher and private teacher, teacher placement, opportunity to get the higher education, competition to get the principal position or the supervisor, discrepancy between teacher from educational ministry and teacher

from religious ministry, the national examination and the fraud, educational commercialization outside school hour, business in the name of education, allocation of BOS fund, and other educational issues.

With certified teacher status, the teacher should be able to become a professional teacher and is able to internalize the professionalism values as a guarantee of children future. Developed nation with strong, sturdy, and civilized as well as the character should be started by professional teachers with strong character as well.

Realizing this, it is the duty of all teachers and education personnel, continuously improve the quality themselves by taking various activities in enhancing the professionalism of certified teachers.

The teacher is a noble figure, with that noble means not everyone is able to be a teacher figure. With that noble, a teacher seems to be a dreaming person who bright in the darkness. Because of his/her presence, people are able to know, want, used to, be clever, and has a personality that is expected (Prayitno, 2009)

According to Fakry Gaffar (1999: XV) confirmed that the teacher plays a strategic role, especially in building national character through personality development and values. From this dimension, the role of teacher is irreplaceable, if we view from the dimension of learning, the role of teachers in Indonesian society remains dominant even though the role technology increases rapidly. This is happened because there are dimensions in educational process, or specifically in the learning process, which are played by teachers that irreplaceable by technology. Meanwhile, according to Mochtar Buchori (1994:35) stated that our teachers are similar with the combat forces that determine victory or lose in war. The education bureaucrats actually are considered to be supporting elements. If they really support the teachers, this work will become easier. In contrary, if they try to burden the teachers by giving additional tasks, the responsibility of teachers will be hard. And the quality of their

work will be decreased. Furthermore, according to Buchori (1999:35) there are five factors that influence the quality of teacher behavior in performing their duties, they are: (1) the types of authority that is given to the teacher; (2) the quality of the supervisors that take control of teacher behavior; (3) the freedom given to teachers, both inside and outside the classroom; (4) the relationship between teachers and students; (5) teachers perspective of themselves and their confidence.

Islam, for instance, puts teachers in the honor position. This honor is given to them who show the kindness by sharing their knowledge, who change someone life to be good, it is expected that knowledge will be useful for his/her future. According to zakiah Daradjat (1992: 39) stated that, since the past, people in eastern countries always give respect to teachers. In India, teachers are regarded holy and sacred. In Japan, the teacher called "shensei", meaning "the first born", "older". Islamic religion really appreciate the people who have knowledge (teachers / scholars), so that they get the higher status .

Allah says in holy book, the importance of people who have the knowledge; Surah Al-Mujadalah verse 11, Allah says, it means "O believers, if ye say unto you:" charitable-lapanglah in majlis ", then Allah will give Exert spaciousness for you. and when it is said: "Stand ye", then stood up, Allah will exalt those who believe among you and those who were given some degree of knowledge. and Allah knows what you do" (Surat al-Mujadalah (58:11).

Paragraph above, reminds us, how marvelous God puts those who believe and those who have knowledge broadly in the high degree (respect). The knowledge of those people are given, they were guided and mentored by one of the teachers (Scholars). Therefore, the existence of the teacher (the pious) is a concern even hailed for their deep knowledge. The wise man like Imam al-Ghazali (1995) said that the teacher is the lamp of all ages. People who live with him will gain the brightness. If there is no teacher in this world, undoubtedly, the human

seems like animal, because teachers always try to shape human character.

People with knowledge are very appreciated in Islam. Al-Ghazali (1995) stated that people who are willing to practice their knowledge is a big man in all heavens. He is like the sun that always shines the earth, have a light inside him, like a perfume that gives a good smell to people.

MochtarBuchori (1994: 36) explained that, a good teacher is a teacher who carries out the inspiring teaching, the teacher that is able to inspire students. Through teaching, good teachers inspire their students by giving a great motivation. As we know, the skill is not a gift, we have to develop it if we want to make it perfect.

Based on the Government Regulation (PP) number 74/2008 on Teacher, someone who deserves to be called a teacher is, : (1) teachers themselves, both class teachers, subject teachers, counseling or guidance teacher; (2) teachers with additional duties as principal; and (3) teachers in supervisory positions. Furthermore, to meet the professional criteria, teachers must go with a process towards real professional degrees continuously, including the competence in managing the class. In Government Regulation number 74/2008, it is also distinguished between coaching and teacher competence development who have not already qualified S-1 or D-IV (Danim, 2010: 18).

Furthermore, according to Danim (2010: 21) education, training, and development are the steps for teachers while undergoing official duties. These activities are organized with broad spectrum in order to improve the competence, skills, attitudes, understanding, and performance that required by today's teachers and future. The essential reason for holding the trainings and teacher development are the various tasks of teacher that come along with science and technology and the internal reform inside the education itself. In general, these activities can be divided into two types, namely Practical Methods (on job training and development) and presentation techniques or simulation methods

(off job training and development). Practical methods consist of job instruction training, internships, intensive, temporary assignment, rotation, personal career planning, executive coaching, assistant (guidance, counseling, and monitoring). Information presentation techniques and simulation methods include formal courses, training by ourselves (well-managed teaching, reading, correspondence course), training by others (lectures and course), simulation (training by specialized trainers, game management, assessment center), role play, video presentations, laboratory training, and conferencing method.

Sagala (2006: 220-221) stated that the professionalism of teachers has not been completed by just giving them license to teach after they have completed their education in LPTK, it is just a formal aspect, because this qualification needs to be improved by doing another qualification which shows skills with good personality.

Coaching and professional teacher development means improving the quality and service improvement, in coaching and professional carrier development, especially teachers still require thought and study. Coaching program and professional teacher development are held to enhance the quality of system, then the program must be passed by various educational staff and teachers through pre-service programs. This program prepares teacher candidates through formal education.

CONCLUSION

Based on analysis and discussion on "Professional Commitment of Certified Teacher Teaching in Islamic Private School of Jambi), some conclusions can be drawn, as follows: (1) Civil Teacher (PNS) in Jambi who certified realized the importance of commitment, responsibility and high dedication, (2) the efforts in developing the quality certified civil teacher (PNS) in Jambi in order to improve the quality of private school are not going well. Coaching through education and training (Training) has not been socialized properly, additional education like master degree program

is incidental. MGMP, KKG and KKKS are not the routine events for principal and teachers, and (3) Coordination problem among stakeholders is becoming a major problem in improving the professionalism of certified teachers. Funding becomes a classic excuse of stakeholders in making policy. It is implied that, lack of budget is the main problem in improving the quality of certified teachers.

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