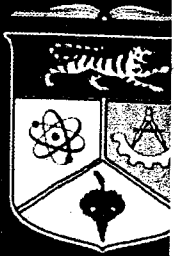




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YOGYAKARTA STATE UNIVERSITY, INDONESIA

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A COMPARATIVE STUDY OF THE APPLICATION OF TEACHER QUALITY STANDARD AND ITS INSTRUMENTS

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Abstract

Every citizen has the right to qualified education services. In support of these expectations, it is important to improve the quality of teachers related to their competencies. To do this, there is a need of standards of competency which is nationally applicable. It is because one of the basic teacher certifications is the academic qualification and competence. Teacher certification is used as a guarantee of quality. Years ago, Malaysia employed Indonesian teachers because they assumed that the competencies of Indonesian teachers were met for that time; now with the standard of competence (PP. RI. No. 19//2005 and UU. RI. No. 14/2005), the competence of teachers in Malaysia today is in question. The future of teachers' quality and certification in Malindo is interesting to discuss together and applied in Malaysia and Indonesia since the two countries are of one family. The needs of Indonesian manpower in the future and some joint training will be very useful for the two countries. Applying the teachers' standards of competence means setting the quality indicators and setting the expected targets which are harmonious to the desired schools/education quality. Implementing the quality and the certification of teachers is related to the setting of the measuring the teachers' competence and the person who is appointed to improve the instruments of the performance assessment of the teachers. There is a need to analyze as well the issues of research and evaluation of the future implementation of the teachers' quality and certification, and the cooperation in education needed to do between the two countries. There is also a need to do a study of the status and the future of teacher training, of the quality control on teachers and the teaching environment, and of the use of technology education media.

Key words: comparative study, quality standard of teachers, and instrument.

1. Introduction

Teacher is one of the important keys in developing the education quality and is in the front guard in the process of educating nation life. In various cases, the quality of education system in general is related to the quality of teacher (Beeby, 1969). Thus, the improvement of education quality must be done through an effort of improving the quality of the teacher. That is why it is very proper for teacher to be required to do the duty and the function professionally. It is legally stated that a professional teacher is required to have a minimum qualification and a number of competencies. It is stated in *ayat (1) pasal 28 PP RI No. 19 Tahun 2005* about National Standard of Education that an educator must have a minimum academic qualification and competence as a learning agent, must be mentally and psychically healthy, and must have the ability to achieve the goals of national education. Academically, a teacher is required to be able to show certain competences as a logic consequence of a very dynamic change happens in society today. Thus, it is understandable that teacher as a profession stated by the president of Indonesian

Republic on the commemoration of Teacher Day on December 2nd, 2001, must be supported by some competences. To ensure the effectiveness of the presence of teacher or educator, the effort of developing teacher's professionalism need to be pursued.

In Indonesia, based on *Undang-Undang RI No. 14 Tahun 2005* about Teacher and Lecturer, educator certificate is given to teachers who met the requirements of academic and competence qualification as a learning agent. Educator certificate is given to those who have finished the professional education program for educator and have graduated teacher certification test. In this case, the teacher certification test is intended as quality control of education, so that the person who passed the certification test is believed to be capable of performing the task of educating, teaching, coaching, guiding, and assessing student learning outcomes. Meanwhile, competence as a learning agent in elementary and middle stage as well as in the stage of early education includes the pedagogic competence, personality competence, professional competence, and social competence. In that context, the

competence of teachers can be interpreted as a determination of knowledge, skills, and attitudes which are manifested in the form of intelligent action sets and full of responsibility that a teacher has to perform the teacher as a profession.

Teacher certification test as a quality assurance is intended for teachers who already work as well as for prospective teachers. It is as it's stated that teachers who passed the certification test will directly get the educator certificate. This certificate can be used by a teacher as evidence that he/she is qualified and able to run the profession as a teacher and is entitled to professional allowance. Long time ago, Malaysia employs Indonesian teachers with an assumption that Indonesian teachers have met their competences. Now with the Indonesian National Occupational Competence Standards as set out in *UU No. 14/2005* and *PP. 19/2005*, teachers should ask themselves how the competence of teachers in Malaysia today and what certification testing instruments are used there. They also need to do some researches and evaluations for the future implementation of quality and certification of teachers, as well as the cooperation in the field of education that needs to be held by the two countries, about the status and the future of teacher training, and quality control of teachers.

2. Discussion

2.1. The Future Quality and Certification of Teachers

A teacher plays a strategic role in the field of education. A teacher is a spearheading in the effort of improving the service quality and the education result. In various cases, the quality of education in general is related to the quality of the teacher. Thus, the improvement of education quality must be done through an effort of improving the quality of the teacher. To improve the quality of teacher, Indonesia has made a formal reference based on *Undang-undang Republik Indonesia No. 20 Tahun 2003* about National Education System (UUSPN) that clearly accommodates it. For example, in *Pasal 42 ayat (1) UUSPN* it is stated that an educator (teacher) must have the minimum academic qualification and educator certification suitable with the teaching competence level, must be physically and psychologically healthy, and must have the ability to achieve the national education goals.

Beside the above formal reference, there is another formal reference related to the program of teacher certification, i.e. *Undang-undang Guru dan Dosen Nomor 14 Tahun 2005*. In it, it is stated that educator certificate is given to those who have met the requirements of academic qualification and competence as an agent of learning. Educator

certificate is given to those who have completed the program of educator profession education and have passed the teacher certification test. In this case, the teacher certification test is intended as quality control of education, so that the person who passed the certification test is believed to be capable of performing the task of educating, teaching, coaching, guiding, and assessing the student learning outcomes. Another reference that plays a role in controlling the quality of the education result is stated by the government in *Pasal 28 ayat (2) PP RI No. 19, 2005* about the National Standard of Education (SNP). In it, it is explained that the academic qualification of a teacher has the educational qualification of minimum college degree (S1) or D4 which is proven by the degree and/or competence certificate relevant to the statutory provisions in force.

Likewise in Malaysia, to ensure the quality of teachers produced in terms of professionalism, competence, and teaching impression, the government measures the quality based on a standard set by the Malaysian Ministry of Teaching, i.e. the Standard of Malaysian Teacher (SGM). This standard is expected to bring changes to the teachers to conduct relevant and effective adaptation by changing the paradigms, attitudes, and behaviors. This renewal policy changes the teachers' duties and responsibilities as well. SGM is viewed as a spur to the teachers to measure their own effort and to try to perform an advanced mastery in their respective fields. Thus, it is expected that there will give birth to qualified teachers to improve the education quality and to develop the potential of students to be brilliant men, bright, and accountable. The Malaysia Ministry of Teaching stated that qualified teachers must meet the three standards, namely a) the practice of teacher professionalism values, b) knowledge and understanding, and 3) teaching and learning skills.

It is interesting to examine the requirements of qualified teachers in accordance with the standards of each of the two countries, that can be used to fill the labor needs of education in the future between the two countries by doing joint trainings to improve the quality of education. It is clearly seen that in each standards of teacher competence between the two countries, there is a correspondence of the concept to control the quality of education.

2.2. The Instruments to Implement the Quality of Teacher Certification

2.2.1. The Instruments to Implement the Quality of Teacher Certification in Indonesia

Teacher/educator certificate is given to teachers who have met the requirements of academic qualification and competence as the agent of learning. Educator certificate is given to those who have

completed the program of educator profession education and have passed the teacher certification test. In this case, the teacher certification test is intended as quality control of education, so that the person who passed the certification test is believed to be capable of performing the task of educating, teaching, coaching, guiding, and assessing the student learning outcomes.

Referring to the legal device of *Undang-Undang Guru dan Dosen No. 14 Tahun 2005* and *Pasal 28 ayat (2) PP RI No. 19, 2005* on National Education Standards (SNP) as the direction in improving the quality of education, the teacher certification process which consists of professional education and certification test is a must-have for every teacher in each early childhood education, elementary, and secondary education stage, as a manifestation of the improvement of the service quality and educational outcomes. Teacher certification will give purpose to a) determine the teacher feasibility of carrying out duties as a learning agent and of achieving the goals of national education, b) improve the process and the quality of education, and c) improve the professionalism of teachers. Similarly, the teacher certification will provide benefits include: 1) protect the profession of teacher from practices that are incompetent, which can damage the image of the teaching profession, 2) protect the public from educational practices that are not qualified and professional, and 3) maintain the education institution (LPTK) of the internal desires and external pressures that deviate from the rules and regulations.

The scope of the teacher certification test is divided into two important aspects: 1) competences that are measured and 2) certification test instruments. The aspect of the measured competence includes four competencies, namely pedagogical competence, personal competence, professional competence, and social competence (*UU RI no. 14/2005, dan PP. 19/2005*). Pedagogical competence includes ten core competencies, personal competence includes five core competencies, social competence covers four core competencies, and professional competence includes five core competencies. Thus, Indonesian teachers must meet the twenty-four core indicators in performing the duties as a teacher. Meanwhile, the instrument aspect includes the development of measurement tools that are explained in essential indicators based on the competence aspects measured according to the twenty-four core indicators.

Pedagogical core competence includes (1) the mastery of students' characteristics which includes the physical, moral, cultural, emotional, and intellectual aspects, (2) the control of the learning theory and the principles of learning, (3) the

development of curriculum, (4) the conducting of the educational development activity, (5) the utilization of information and technology, (6) the facilitating of the development of the learners' potential, (7) the effective, empathetic, and polite communication, (8) the conducting of the assessment and evaluation processes as well as the learning outcomes, (9) the utilization of the assessment results and evaluation for the sake of learning, and (10) the conducting of reflective action to improve the quality of learning.

Social competence includes (1) inclusive, objective, and indiscriminatory behavior, (2) effective, empathetic, and courteous communication to fellow educators, staff, parents, and the community, (3) the job adaptation in the entire territory of the Republic of Indonesia which has a socio-cultural diversity, and (4) good communication with the community of teachers and other professions orally, writtenly, or in other forms.

Professional competence includes (1) the mastery of knowledge material, structure, concept, and mind set that support the subject thought, (2) the mastery of standar competence and basic competence of the subject thought, (3) the development of the subject material which creatively thought, (4) the development of continuous professionalism by doing reflective actions, and (5) the utilization of information and communication technology to improve the teacher's ownself.

All those teacher core competences must be integrated in their performing which is integrated in both internal and external school environment, their self scope, and in their class scope. The teachers' effort of adaptation in those four scopes depends on their learning tenacity so that enhancing the adaptability through the mastery of science and the best skills in carrying out professional duties as an educator, lecturer, and trainer.

2.2.2. The Instrument to Implement the Quality of Certification in Malaysia

The Malaysian Ministry of Teaching has made a referral of Malaysian Teacher Standard (SGM) as a professional competence that should be achieved by teachers, teacher educators, education agencies and training institutions to deliver and preserve qualified teachers. There are three standards contained in the Malaysian Teacher Standard, namely: 1) the practice of teachership professionalism value, 2) knowledge and understanding, and 3) teaching and learning skills.

Those three standards are intended as the three competences that are related each other and must have been mastered by teachers. The instrument to measure the quality of teachers is developed based on those three competences. The instrument aspect used

in the development of the measuring tools is explained into some indicators as seen as follow.

a. Standard 1 The Practice of Teachership Professional Value

This standard has three main domains, i.e. 1) self domain which refers to manual of teachers' self value that ought to be developed to give a more impressive contribution to the teachership profession, i. e. the value of belief in God, trustworthy, sincere, knowledgeable, caring, patient, tact, fair, considerate, durability, competitiveness, hold restless, energetic, active and healthy, interpersonal and intrapersonal skills, volunteer spirit, and efficient, 2) professional domain is the handle value that should be practiced sincerely by the teacher in carrying out his/her duties as a professional teacher. The values emphasized in this domain are love of the profession, skilled, integrity, role model, teamwork, proactive, creative, and innovative, and 3) social domain, the teacher plays a role as an agent of socialization, the main values that should be practiced by teachers are harmony, social finesse, community spirit, patriotism, and love of surrounding nature.

b. Standard 2 Knowledge and Understanding

This standard includes eight areas of knowledge that should be mastered by the teacher, i.e. 1) philosophy, and objective education become the core objective in the implementation of teaching and learning, 2) philosophy, objective curriculum and co-curriculum, learning outcomes, and the purposes of teaching and learning for subjects taught, 3) the content of subjects taught, 4) the content of education science, 5) the information and communication technology (TMK), media and educational resources in the implementation of the curriculum and co-curriculum, 6) the strategies to achieve a conducive learning, 7) and 8) the potential of students and how to comprehensively and solidly develop them.

c. Standard 3 the Finesse of Learning and Teaching

This standard focuses on the teachers' ability to make the design, implementation, and evaluation of the academic teaching and learning and co-curriculum, namely 1) the finesse to provide design skills of teaching and learning based on the manner of measure and the calendar year by taking a lesson about the distinction of skill, knowledge available there, as well as the target of student achievement, 2) the finesse of carrying out teaching and learning using a variety of approaches, norms, and techniques as well as integrating thinking skills, learning skills, information and communication technology skills, abridging ways skills, and estimating and

assessing skills, 3) monitoring skills, estimating and assessing the impression of learning and teaching in order to improve the teacher teaching and the students' achievement, and 4) managing the *darjah* skills; involves the maintenance of human relationships, time, space, and resources to achieve a meaningful and memorable learning.

From those explanations, it can be seen that both Indonesia and Malaysia almost have the same standard of competence to be mastered by professional teachers. Both countries require a teacher to have the ability or expertise in mastering science materials and skills of the methodology. Teachers also must have a high responsibility for their job to the Almighty God, nation and state, institutions, and professional organizations. In addition, teachers must also develop a high sense of colleague with fellow teachers.

The similarity demands on the professionalism of teachers and the standard competence that must be mastered by professional teachers urge a collaboratory work between the two countries. This collaboratory work will give opportunities to spread and to exchange ideas in developing the teachership profession. Quality orientation, professionalism, and the upholding the profession is a demand for the future teachers. The revolution of information technology is a challenge that must be able to be solved urgently. The development of information technology will change the pattern of teacher-student relationships, instructional technology, and educational system as a whole. The information revolution should be utilized by the education field of the two countries as a means of achieving the goal. That is why it needs to be supported by a will which is based on educational science with the support of the practitioners' various experiences in the field of education. Thus, there is a need to establish educational cooperation between the two countries to share scientific and technological cooperation in the form of education about the status and future of teacher training, quality control of teachers and teaching environment, as well as the use of educational media technology.

2.3. The Research and Evaluation Issues for the Future Implementation of Quality and Teacher Certification

The program of the improvement of quality and professionalism of teachers is necessary. A question about the future application of teachers' quality and certification need to be proposed. If there are many teachers having professional certificates, are there any guarantees of the increasing education quality? The increase of academic qualification and certification of teachers is not a guarantee of the teacher's

performance of becoming a better teacher. The increase of teachers' academic qualifications to be SI will be meaningless if the degree obtained is not relevant to the material taught daily in the classroom, or obtained through shortcuts. Professionalism of teachers is not instant. There are many barriers to be a professional teacher. The relationship amongst teachers and the principals is more bureaucratic and administrative, so that it does not create a good atmosphere and academic professional culture amongst the teachers. Teachers become trapped away from the principles of professionalism, far from books, far from the habit of discussion, far from the writing activities, and far from the researches to improve the quality of learning outcomes and teaching and learning process. Therefore, the revamping and the improving the quality of teachers should be done throughout his/her career.

Homework for government is not less great is educating prospective teachers in order to create a new generation of intelligent, transformative, and professional teachers. Professional teachers are those who have a heart to assist learners to/in the study, not just a handyman service. Today's teacher is always continuously figuring out the ways how a learner should learn. So, if there is a failure of students, the teacher has a will to discover the cause and find a way out with the students, rather than hushing or even blaming. The attitudes that need to always be fostered are the willingness to get to know his/her self, the will to purify the teachership, and the will to learn to take the time to become a teacher.

It will be impossible for teachers to be proud of becoming teachers if they are unwilling to learn. The pride of teachership is a step to be a professional teacher. This is surely a challenge for educational institutions of educational personnel (LPTK). Therefore, there is a need to hold educational collaboratory between the two countries, Indonesia and Malaysia, in the form of research and evaluation to prepare the professional teachers in the future, the strengthening of the future teachership training, the controlling of the teachers quality and the teaching environment, the system of the selection of the prospective teachers who are educated in information and communication technology in order to be able to compete in the global labor market, and the use of educational media technology in the classroom.

3. Conclusion

In order to achieve high quality in education, the role of teachers is very important. That is why the professionalism of teachers should be enforced by some ways of fulfilling the terms of the academic qualification and competencies that must be mastered

[12] Departement of Education. 2003. *Certification Program for School Leaders (CPSL)*. http://www.doc.k12.hi.us/personnel/school/admncert_cpsl.htm

by every teacher, whether in the field of material science expertise and mastery of the methodology. Teacher/educator certificated is given to those who have finish the education program of educator proffesion and passed the educator certification test. In this case, the teacher certification test is intended as quality control of education, so that the person who passed the certification test is believed to be capable of performing the task of educating, teaching, coaching, guiding, and assessing the student learning outcomes.

The instrument is developed to measure the teacher quality standards based on the demands of mastering the competences. The competencies that are need to be possessed by a teacher in Indonesia includes four main competencies, i.e. pedagogic competence, personality, social, and professional that are set out in twenty-four indicators. This has similarities to the competence of teachers in Malaysia as stipulated in the Malaysian Teacher Standards that consists of the standard practice of teachership professionalism value, knowledge and understanding standards, and teaching and learning proficiency standards. To refresh and update the educators' competence in accordance to the demands of the advanced science and technology as well as the world of work through an education process and training, we need to hold an educational cooperation between the two countries, Indonesia and Malaysia.

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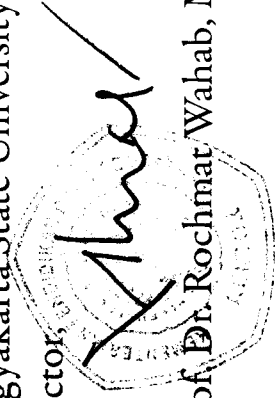
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