Procedur of Teacher Development:
Case Study on Dinas Pendidikan in Bitung City

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Abstract: The focus of this research emphasizes the development of teacher resources; planning, implementation, and monitoring & evaluation. (1) Stages of planning: data collection, data analysis, formulation of development model. The planning stage is democratically done with the bottom up approach. The process of planning has not involved teachers directly. (2) Implementation starts from socialization to provide information related to background, purpose, and implementation mechanism. Then facilitation is to form a committee, confirm data, prepare tools supporting both physical and non-physical, and training to guide and direct. Successful implementation requires high teacher motivation and availability of time and funds. (3) Monitoring and evaluation activities are administratively and factually. Implementation of monitoring and evaluation by internal and External Parties. Monitoring and evaluation success requires adequate implementation quality, appropriate monitoring and evaluation standards, and a special monitoring and evaluation budget.

1 INTRODUCTION

Education is a conscious and planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual power of religion, self-control, personality, intelligence, noble character, and skills needed him, society, nation and state (UU RI No. 20 Tahun 2003).

In order to achieve the goal of national education that is the intellectual life of the nation and develop a whole person, it is very necessary the role of professional educators. Law number 14 of 2005 on Teachers and Lecturers mandates that teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing and evaluating learners in early childhood education formal education, basic education and education Medium. Teachers must have a minimum undergraduate academic qualification (S-1) or diploma-four (D-IV), competency (pedagogic, professional, social, and personality), have educator certificates, physical and spiritual health, and have the ability to realize educational goals national. To that end, the professionalism of teachers is expected to continue to evolve in accordance with the times, the development of science and technology, and the needs of society.

From the meeting of the Minister of Education and Culture, Anies Baswedan with all heads of provincial and district / municipal education offices throughout Indonesia (December 1, 2014).

"Education Indonesia is in a state of emergency. Based on some data of poor results achieved education in Indonesia. As many as 75% of schools in Indonesia do not meet the minimum educational service standards. The average value of teacher competence in Indonesia is only 44.5. In fact, the standard value of teacher competence is 75. Indonesia is ranked 40th out of 40 countries, on mapping the quality of education, according to The Learning Curve. In mapping in the field of higher education, Indonesia is ranked 49 out of 50 countries studied. Indonesia's education is ranked 64 out of 65 countries issued by the Program for International Study Assessment (PISA) in 2012 and is similar to 2000, 2003, 2006 and 2009 data. Indonesia is ranked 103rd in the world, a country whose education is colored Bribery and illegal charges. In October-November 2014 the number of violations involving students inside and outside of school in Indonesia reached 203 cases.

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Professor Muhajir Effendy's first message when Minister of Education and Culture of the Republic of Indonesia: "Teachers are the key to successor generation education. Therefore, teachers must be really competent, competent, and professional in carrying out the task educate. To that end, teachers should come from a group of intelligent citizens, have idealism, wide view, and high dedication. The government is obliged to develop a conducive and inspirational working environment for teachers to develop and develop. During this time teachers treated the same as the administrative staff in general. Even worse is the working climate that only disciplines teachers, frightening with sanctions such as lifting educational allowances, barriers to promotion, and so forth, not educating and not encouraging teachers to move forward. Working climate like this should be abandoned because it is only suitable for sugar cane planting and not inviting the best sons and daughters of the nation to become a teacher"

In line with the government's policy, through UU RI No. 14 Tahun 2005 Pasal 7 mandates that the development of teachers' profession is conducted through self-development that is democratic, fair, non-discriminatory and sustainable by upholding human rights, religious values, cultural values, And professional code of ethics.And in carrying out the duties of teachers are required to improve academic qualifications and competencies in a sustainable manner along with the development of science, technology, and art.

Development of teacher resource refers to UU RI No. 14 Tahun 2005 Tentang Guru dan Dosen pada Bab VI Pasal 10 ayat 91 states that the development of teacher resources should refer to 4 (four) teacher competencies that are implied are pedagogical competence, personality competence, social competence, and professional competence. In conecttion with PP RI No. 19 Tahun 2005 tentang Standar Pendidikan Nasional Pasal 28 ayat 3 also mandates the same about the development of competencies that must be owned by teachers.

The government's efforts to develop teacher resources from year to year in terms of regulation:
- 2004: declaration of teacher as profession 4 December 2004.
- 2005: the issuance of Law No. 14 of 2005 on Teachers and Lecturers and the publication of Government Regulation number 19 of 2005 on National Education Standards.
- 2006 and 2007: implementation of certification for quota year 2006-2007.
- 2008: issuance of Government Regulation number 74 year 2008 and payment of professional profession allowance for teachers who have been certified.
- 2009: the issuance of PP number 41 of 2009 regarding professional allowance of teachers and lecturers, special allowances of teachers and lecturers, as well as honor benefits of professors. And the publication of Permenneg PAN & RB number 16 year 2009 about functional position of teacher and credit number.
- 2010: publication of PerMenDiknas number 27 year 2010 about induction program for novice teacher and publication of Permendiknas number 35 year 2010 about technical instruction of functional position of teacher and credit number.
- 2011: the issuance of regulations with the Minister of National Education, Minister of Internal Affairs, Minister of Home Affairs, Minister of Finance and Minister of Manpower on the arrangement and equity of civil servant teachers.
- 2012: teacher selection standard, teacher's competency level, teacher's PK control system and PKB support, Pre-certification teacher certification and PPG, technical guidance for PK teachers and PKB, and pilot implementation of PK teachers and PKB.
- 2013: PKB implementation is based on the teacher's PK results.
- 2014: implementation of teacher PK and PKB based on the results of teacher's PK.
- 2015: completion of teacher certification in the position and teacher professional education for prospective teachers.
- 2016: the appointment of prospective teachers must be certified.

In realizing the demands of professional skills teachers are often faced with various problems. The low quality of teachers is caused by factors that come from within the teacher itself (internal) and external factors (external). Internal issues concerning conservative attitudes of life, low teacher motivation to develop competence, and lack of follow the development of science, technology, and art.While external issues concerning regulation, education policy, infrastructure, parents, and community participation.

Internally, there are still many teachers who have a conservative attitude. Teachers tend to retain the usual way of doing things from time to time in carrying out tasks, or wanting to retain the old

(conservative) way, given the newly perceived way generally demanding changes in work patterns. Teachers who still have a conservative attitude see that such demands are an additional workload for him. In addition, there are still many teachers who do not pursue the profession as a whole. This is because there are teachers who work outside their working hours to meet their daily needs, so that the time for reading and writing for self-development is no longer available. Teachers are less interested to add insight, not motivated to improve the quality of self because it is not required to research as a lecturer in Higher Education.

From the external side, the low professionalism of teachers is due to inadequate facilities and infrastructure in supporting the teaching and learning process. Facilities and infrastructure should not be sophisticated equipment, should be tailored to the needs of learning so that it is also useful for teachers who are conservative. Regulation that is less favorable to the existence of teachers, rarely even no legal protection, should regulation motivate performance rather than hinder quality improvement. In relation to education policy, the issue of education and teacher quality is often a "merchandise" of campaign tools before, while even completing election celebrations, teachers often become less qualified because they have to run a superior policy there is "structured intervention". Related parents, teachers are often a victim because it is often accused parents parents that teachers mistakes when students fail. However, teachers are often forgotten when students succeed. In relation to the community including the media, teachers are difficult to be role models, teachers are less open in providing information.

In the era of increasingly fierce competition, the role of teachers in education is becoming increasingly important in the framework of human investment, so that every organization including education requires a productive, creative, innovative and professional teacher presence. To get the resources of teachers who really have high integrity with all their abilities, it is necessary to create strategic efforts in the development of teacher resources (Wahyu, 2007: 9).

Teacher resources as a major force must be utilized productively to achieve the goals education, teachers as he main determinants in achieving the success of educational goals are required to be able to develop.

In some European and Asian countries the problem of teacher resources is still a problem that is difficult to overcome because the standart of

professional skills required and required teachers have not owned teacher as educators, including in Indonesia and specifically in the province of North Sulawesi.

Therefore, teacher resources should be developed and enhanced through an integrated and sustainable development program. The development of teacher resources became an important phenomenon to be proven in this study. Specifically indicators (1) The development of teacher resources at the Dinas Pendidikan Kota Bitung have been done but not through a structured program. (2) the teacher resource development planning process has not been clearly defined. (3) there are still many obstacles in the implementation of teacher resource development. (4) The monitoring and evaluation strategy of teacher resource development is not sufficient. This is the rasionale that makes it interesting to do research about "Development of Teacher Resources" (Case Study on Dinas Pendidikan in Bitung City) with the formulation of the problem statement: (1) how the planning of teacher resource development, (2) how the implementation of teacher resource development, (3) how the monitoring and evaluation of teacher resource development.

2 METHOD

This research uses qualitative approach with multi case study design. The main data collection techniques are in-depth interview and then completed with document study techniques/literature and observation. Data analysis is done while data collection and after data collected intact. Technical data analysis is data collection, data simplification, and data deduction. Check the validity of research findings through credibility, transferability, dependability, and confirmability.

3 RESULTS AND DISCUSSION

3.1 Planning of Teacher Resource Development

1. Stages of teacher resource development planning are data collection, data analysis, and formulation of teacher resource development activities program.
   - Data collection: conducted in accordance with the ability and data collection procedures of each region to obtain teacher

data, teacher problems, teacher potential, and teacher needs.

- Analysis: conducted based on the bureaucratic system of each region by means of qualitative analysis, quantitative analysis, and needs analysis to find various possible problem solving through various teacher resource development activities program.
- Formulation of programs / activities: modeling of priority programs for sustainable development of teacher resources.

2. Stages of teacher resource development planning are conducted democratically with bottom-up approach. For the process of data collection and analysis done by section of teacher / educator and educational staff or field of teacher / educator and educational staff or sub-part of planning. The process of formulating the program is done in the internal meeting of the Service.

3. Planning time and budget for teacher resource development:
   - In accordance with the planning time of APBD
   - In accordance with the planning time of the entire program activities of the Education Office.
   - Based on the legal basis of budgeting.
   - Based on budget availability and resources.

4. Teacher resource development planning process involves teachers through teacher data and teacher representation. Thus, teachers in this process are not directly involved.

3.2 Implementation of Teacher Resource Development

1. Stages of implementation of teacher resource development are socialization, facilitation, and training.

2. Types of socialization based on implementation steps are program socialization, socialization of activities, and technical socialization.
   - Socialization of the program to provide information to the representatives of teachers that there is a resource development program to be undertaken on the basis and purpose and substance of activities in general.
   - Socializing activities is to notify the teacher directly or through the school about time and place of execution.
   - Technical socialization is to provide information to teachers prior to implementation of matters relating to

technical implementation, procedures and mechanisms of teacher resource development program implementation.

3. Facilitating the development of teacher resources is a planning process to be more effective and efficient. Facilitate the development of teacher resources through:
   - Establishment of the organizing committee.
   - Confirmation and validation of teacher data.
   - Preparation of supporting tools both physical and non physical.

4. Training or guidance is conducted in conjunction with the implementation of socialization for both the committee and the teacher in order to adjust and make changes when encountered errors in the implementation of teacher resource development.

5. Implementation of teacher resource development adjusts to the availability of time and budget. And must begin with the implementation stage.

3.3 Monitoring and Evaluation of Teacher Resource Development

1. Monitoring and evaluation of teacher resource development is done by the method and method of each region in this case the education office.

2. Parties implementing monitoring and evaluation of teacher resource development activities shall be determined by the head of the Dinas by involving internal and external parties.

3. Monitoring and evaluation of teacher resource development is done administratively and factually.

   Successful monitoring and evaluation of teacher resource development depends on the quality of the monitoring and evaluation team and the monitoring and evaluation standards used and supported by the appropriate budget and accountable needs.

4 CONCLUSIONS

1. The pattern of sustainable teacher resource development in the three Education Offices in North Sulawesi Province is based on rules and budgets. The development of teacher resources is done formally and informally with the objectives in accordance with the reality of educational issues and the need to have benefits for teachers and their performance, for Dinas, and for society in general.

2. Planning pattern of teacher resource development with democratic activity planning

through bottom up approach through data collection, analysis, and formulation of priority development program. Time and budget planning depends on rules, government policies, and budget availability. But teacher have not been direcly involved in the planning process.

3. The pattern of implementation of teacher resource development should be communicated and should be facilitated by the government. That is, there neds to be more attention and additional scpecial budget for the development of teacher reesource.

4. The pattern of monitoring and evaluation of teacher resource development is not only dependent on einternal parties but also external parties. Therefore, the quality of supervisors becomes a critical determinant of monitoring and evaluation success by using clear and mearable stansards.

4.1 Recommendation

1. For Dinas Pendidikan:
   - Pay more attention to the development of teacher resources and allocate additional funding specifically for teacher resource development.
   - Empowering and establishing good cooperation with both private and state education institutions both domestic and abroad.
   - Invoving teacher direcly in the process of planning the development of teacher resources in onder to motivate and shape teachers's commitment in developing themselves.
2. For Teacher:
   - Shape and build personal commitment to self-development.
   - Develop themselves independently through preparing their own time and budget.
3. For other Reseachers

   For those who pay attention to this topic. Open opportunities to develop and explore more deeply about the development of teacher resources in the region. Considering the problem is still actual and interesting to be studied scientifically and this research is only concerned with the procedures or stage of model development of teacher resources. Then, further research can look from other aspects, of course, to contribute thoughts and concepts for the implementation of education and development in the region.

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