

TEACHER'S PROFESSION EDUCATION AND EDUCATIONAL CLINIC

A RECOMMENDATION

AN EDUCATION MODEL WHICH IS CAPABLE OF
DEVELOPING TEACHERS' COMPETENCE

PART I



AUTHOR

DR. ISTININGSIH, M. Pd.

STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA

PUBLISHED BY

Createspace Independent Publishing Platform
P.O. Box 5934, New York, NY 10016, United States

**TEACHER'S PROFESSION EDUCATION
AND
EDUCATIONAL CLINIC**

A RECOMMENDATION

**AN EDUCATION MODEL WHICH IS CAPABLE OF
DEVELOPING TEACHERS' COMPETENCE**

PART I

EAN: 9781523337033

ISBN:1523337036

Author

Dr. Istiningsih, M. Pd.

Consultant

Prof. Dr. H. Djohar, M. S.

STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA

PUBLISHED BY

Createspace Independent Publishing Platform
P.O. Box 5934, New York, NY 10016, United States
2016



DEDICATION

**This work is dedicated
to
anyone who is interested in education
and
officials who have the authority to build
teachers' competence**



STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA

CONTENTS

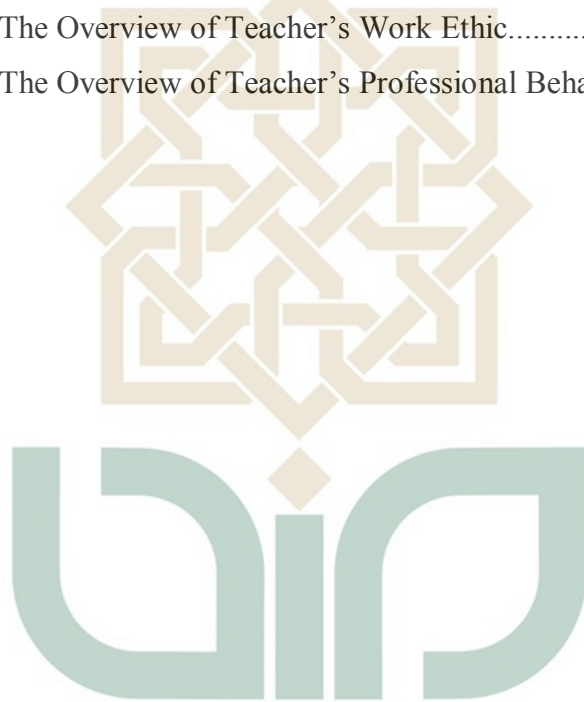
DEDICATION.....	iii
CONTENTS.....	iv
PICTURES.....	v
TABLES.....	vi
ACKNOWLEDGEMENT.....	vii
INTRODUCTION.....	ix
CHAPTER I. PHILOSOPHY OF TEACHER PROFESSION EDUCATION.....	1
CHAPTER II. PROFILE OF A PROFESSIONAL TEACHER AND HIS COMPETENCE.....	5
CHAPTER III. STUDY PROGRAM – PROFESSIONAL COMPETENCE DEVELOPMENT SERVICE INSTITUTE.....	9
CHAPTER IV. THE CONCEPT OF PROFESSIONAL COMPETENCE..	12
CHAPTER V. INFRASTRUCTURE – THE SUPPORT TO ACHIEVE PROFESSIONAL COMPETENCE.....	24
CHAPTER VI. INSTITUTIONALIZING TEACHER PROFESSION EDUCATION (ITPE) – A CASE IN INDONESIA.....	43
CHAPTER VII. EDUCATIONAL CLINIC.....	51
CHAPTER VIII. RESEARCH RESULTS – TEACHERS’ PROFESSIONAL PERFORMANCE IN SLEMAN REGENCY.....	53
REFERENCE.....	80

PICTURES

Picture 1. Profil of Professional Teacher.....	7
Picture 2. Places for Achieving Competences.....	9
Picture 3. Steps to Study The Students.....	13
Picture 4. Study The Curriculum.....	15
Picture 5. Learning Process.....	17
Picture 6. The Concept of Implementation <i>Tri Logi</i> in Learning.....	19
Picture 7. Study The Learning Media.....	21
Picture 8. Learning Evaluation.....	23
Picture 9. Scetch of Laboratory of Study Students.....	26
Picture 10. Scetch of Laboratory of Study Curriculum.....	29
Picture 11. Scetch of Laboratory of Learning Instructional.....	32
Picture 12. Scetch of Laboratory Learning Media	35
Picture 13. Scetch of Laborataory of Evaluation.....	38
Picture 14. Scetch of Telefonference Room.....	41
Picture 15. Position Teacher's Profession Education in Higher Education.....	44
Picture 16. Model of Teacher's Profession Education (Integration & Layer).....	46
Picture 17. TPE (Teacher's Profession Education)	48
Picture 18. TPE for Layer Model.....	49
Picture 19. TPE for Integration Model.....	50
Picture 20. TPE as Clinical Education.....	52
Picture 21. Research Paradigm.....	53
Picture 22. Comparison Between Initial and Last Behavior of Certified Teachers.....	66
Picture 23. The Differences of Age Toward Professional Behavior.....	67
Picture 24. Comparison Work Term Group in Teachers' Professional Behavior.....	68
Picture 25. Comparison of Education & Training Teacher's Profession and portfolio Group Toward Professional Behavior.....	70
Picture 26. The Overview of Teacher's Profession Behavior in ISS, NSS & Independent School.....	71

TABLE

Table 1. The Overview of Teacher's Initial Behavior.....	54
Table 2. The Overview of Teacher's Ability in Self Reflection.....	56
Table 3. The Overview of Teacher's Work Ethic.....	58
Table 4. The Overview of Teacher's Professional Behavior.....	61



STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA

ACKNOWLEDGEMENT

- *Assalamu'alaikum Warohmatullohi Wabarokatuh.*
- All praise and thanks to Allah the exalted, the Lord of the universe for His blessings and guidance has enabled the completion of this concept of teacher profession education without much hindrance. The blessing from Allah S.W.T. has also been poured upon me because this book has received an official seal of copyright C00201500053
- This book is then titled “Teacher’s Profession Education and Educational Clinic: A Recommendation Educational Model Which is Capable of Developing Teachers’ Competence”.
- A model carries the meaning of a pattern of a form, which contains the pillars or the outline and the contents.
- The pillars of teacher profession education include the following: profile of a professional teacher, a place of location for profile achieving, and support facilities for profile achieving. The model content includes detailed descriptions of the teachers’ professional competence.
- The word functional means that this model can provide a real contribution in developing the professional competence of teachers and prospective teachers.
- The word clinic means a place to handle educational and teaching cases.
- This paper is dedicated to anyone interested in the field of education.
- We thank all who have contributed to the completion of this book.

- This book still contains deficiencies and shortcomings, therefore, inputs are welcome to ensure future improvement.
- *Wassalamu'alaikum Warohmatullohi Wabarokatuh.*

Yogyakarta, October 2015



STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA

INTRODUCTION

- The teaching profession requires special skills and professionalism to avoid disorientation.
- The word professional means skillful.
- A professional teacher is competent and skillful in carrying out his/her tasks as an educator.
- The change from *IKIP* (*Institut Keguruan dan Ilmu Pendidikan* or Institute of Teaching and Education Sciences) to university was meant that it would become a Teacher Training Institute. Therefore, there must be a teaching profession education institution. Currently, there is no such institution in Indonesia.
- The modern and post-modern era demands teachers to be able to carry out their tasks professionally.
- The characteristic of professionalism is competence. A professional teacher's competence include his/her ability to handle students, analyze the curriculum, apply teaching methods, use teaching media, and perform teaching evaluation.
- The nature of education is developing human resources (students) to become civilized society. Therefore, teachers must have character, which is distinguished by a refined personality and socializing ability.
- Developing professionalism demands a balance between theory and practice.
- The school is a place to practice the performance of a prospective professional teacher, while the laboratory prepared by teacher profession education institution serves as the means to study all

aspects which must be mastered by a professional teacher, namely the five aspects mentioned above.

- Aside from the five skills above, a teacher must also have “good” characters which are worthy to be followed by the students. In line with religious teachings, the characters mentioned above include the vertical relations between humans and God the creator, the horizontal relations between humans and other creations, and refraining from acts of destruction. The three big groups of characters are: person based characters, nation based characters, state based characters.
- Characters are developed through experience, therefore, this functional professional teacher education institution provides a dormitory to serve as a place to gain experience in interacting with others. Character advancing process for the members of teacher profession education program is achieved through the dormitory.
- To realize this, the Indonesian government designs various programs, namely portfolio program, Education and Training Teacher’s Profession (Indonesia: *PLPG*), and Teacher’s Profession Education (Indonesia: *PPG*). Currently, there haven’t been many who investigate the results of such programs. This book also describe the study of teachers’ professionalism Performancy in Sleman Regency, Yogyakarta, Indonesia.