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Developing teacher professionalism through scientific writing

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Abstract. Professional teachers have four competencies, namely (a) pedagogical competence, (b) cognitive competence, (c) personality competence, and (d) social competence. Among these competencies, learning management is the one we most emphasize. That is, professional teachers must be able to develop learning programs, choose and use learning media and appropriate strategies. Professional teachers must be able to communicate effectively that can motivate their students. They must also have extensive knowledge in their disciplines, be wise, and be well-socialized. The teaching profession is a special field of work that requires professional principles. Professional teachers are those with the competencies required to carry out education and learning duties. Regarding this, writing a scientific paper is one form of activity that can develop teacher professionalism. It should be emphasized that scientific writing is the most substantial activity in developing teacher professionalism. Compiling a scientific paper for teachers is a basic requirement to develop their profession. This is because teachers are considered (a) educated people, (b) reformers in the field of education, (c) motivators, and partners for students, and (d) role models for students in writing scientific paper, (e) researchers in the field of learning, and (f) writers of scientific papers.

Keywords. teacher, professionalism, scientific work, four professional competencies

Introduction

Scientific works have played a very significant role in teacher professional development. By skillfully writing scientific papers related to their profession, teachers have the knowledge and skills required to perform their main duties properly, so that the quality of the learning process and outcome can be improved. That is the goal of professional development, to actualize a high-quality learning process. It is undeniable that scientific works can develop teacher professionalism. The teachers referred to also include lecturers since both have the same roles as teachers and educators.

Professional teachers have four competencies, namely (a) pedagogical competence, (b) cognitive competence, (c) personality competence, and (d) social competence (Law Number 14 of 2005 concerning Teachers and Lecturers article 10 section 2). In addition to teaching skills, teachers must also have extensive knowledge in their disciplines, be wise, and well-socialized. The profession of teachers and lecturers is a special work that requires professional principles (Adiningsih, 2006). They must (1) have talents, interests, vocations, and idealism, (2) have educational qualifications and background in accordance with their disciplines, and (3) have the

required competencies and skills in accordance with their disciplines. Besides, they must also (1) comply with the professional code of ethics, (2) have rights and responsibilities in carrying out their duties, (3) earn a determined income according to their work performance, (4) have the opportunity to develop their profession sustainably, (5) obtain legal protection in performing their professional duties, and (6) have a legal professional organization (Law Number 14 of 2005 concerning Teachers and Lecturers).

As defined by Richards and Lockhart (2000), teacher professionalism is a condition, direction, value, purpose, and quality of expertise and authority in education and learning related to one's job as a source of livelihood. Professional teachers are those with the required competencies to implement educational and learning duties (Kunandar, 2007). Such competencies include personal, social, academic knowledge, attitudes, and professional skills. To put it simply, professional teachers have special skills and expertise in teaching, so they are able to properly execute their duties and functions. Professional teachers are well-educated and well-trained, as well as have lots of experience in their specialty (Surya, 2005).

Ali (2007:47) argues that professional work involves special requirements, as follows: (1) skills based on comprehensive scientific concepts and theories, (2) emphasizing on expertise in a particular discipline according to the profession, (3) an adequate level of education, (4) sensitivity to the social impact of the work being done, (5) in line with the dynamics of life. In the same tune, Usman (2005:85) also states that professional work requires (1) adherence to the code of ethics as a reference in carrying out duties and functions, (2) definite clients, such as doctors with their patients, teachers with their students, (3) recognition by the community members because their services are needed. This implies that being a professional teacher is challenging; it needs hard work, adequate knowledge and skills, compliance with the professional code of ethics, and sensitivity to the development of science and technology to actualize a quality learning process.

Professional teachers are reflected in the implementation of their services characterized by their expertise, both in materials and methods (Akadum, 1999). Additionally, teacher professionalism is also shown by teachers' responsibilities in performing their services. Professional teachers should be able to assume their responsibilities as teachers to the students, parents, community members, nation, country, and religion (Arifin, 2000). Professional teachers own personal, social, academic, moral, and spiritual responsibilities (Balitbang Depdiknas, 2000). Independent personal responsibility is understanding, managing, controlling, respecting, and developing oneself. Social responsibility is implemented through teachers' competencies in their social environment and having effective interactive skills. Next, academic responsibility is actualized through mastery of knowledge and skills required to support their professional duties. Spiritual and moral responsibilities are realized through teachers' behaviors as a God's creature who do not deviate from religious and moral norms.

When the reform of education is set in motion, the desire of the Indonesian people to turn teachers into professionals is powerful. Such a desire is shown when we read the Law Number 14 of 2005 concerning Teachers and Lecturers. The law mentions that teachers' profession is equally appreciated by university lecturers. Teachers are no longer considered *unsung heroes* in a negative sense, instead, the ones who deserve high appreciation for their professionalism. It is important to understand that professional teachers who deserve high appreciation are those who are active actors in the process of knowledge creation (Dahrin, 2000). Research, scientific writing, and scientific meeting are a series of activities inseparable from their knowledge-creating efforts.

Research, scientific writing, and scientific meeting are inextricably linked with teachers' activities in carrying out their educational profession in schools (Surya, 1998). Knowledge creation activity should be entrenched within an educator. Like a professor who teaches at a university, for a teacher who teaches at a school, the problem of scientific development has become a requirement and an obligation of their profession.

The active participation of a teacher in research is to conduct classroom action research (CAR), for instance (Aqib, 2007). Conducting CAR is believed to determine the improvement of insights and teaching skills. The research process will inevitably encourage teachers to read a lot. Research allows teachers to continually reflect on every educational and learning activity they do and find solutions to the problems they go through in class. It will have an impact on the improved quality of the learning processes and outcomes.

Likewise, scientific writing and meeting are believed to broaden teachers' knowledge related to the discipline they are engaged in. Science, technology, and art continue to develop with the times that require teachers to keep up with them (Purwanto, 2002). As role models for students, teachers must follow the development of science, technology, and art.

Method

The present work applied a qualitative descriptive design. It attempted to uncover the development of teacher professionalism through scientific writing. Moreover, research data were scientific papers as the development of teacher professionalism. The data source involved 139 Indonesian Language teachers throughout Gorontalo Province. The data source intended to obtain a corpus for research problems and objectives. The main instrument of this study was the researcher. Moreover, the data were collected from examination or direct observation to the source of data, i.e., 139 teachers. The observation was also done to describe semantic data. The procedures from data collection to data interpretation were (a) understanding symbols in the form of scientific works, (b) understanding the descriptions of the meanings they contain, (c) marking the segmentation units, both in the form of scientific works and the meanings of the development of teacher professionalism, and (d) classifying scientific works and their meanings according to their classification. Lastly, data analysis comprised data reduction, data presentation, and data verification by focusing on scientific works as teacher professionalism development.

Results and discussion

The Profile of Professional Teachers

Teachers are among education components that have significant and strategic roles. It is because they do not only teach and educate, but also play roles as (1) supervisors, (2) scientists, (3) role models, (4) reliable speakers, (5) reformers, and (6) constructors (Adams and Dickey, 2003). Such roles require several competencies. Therefore, teacher professionalism is developed through mastery of competencies that are needed in carrying out their professional duties. These competencies are in the field of study, learning process, education, values, guidance, public relations, and community services (Purwanto, 2002). They have now served as teacher competence standards, which become the profile of professional teachers, as follows.

- a. Understanding educational foundations and insights, including:
 - 1) Educational, philosophical, sociological, cultural, psychological, scientific, and technological foundations.
 - 2) Basic principles of education.
 - 3) Educational streams.

- 4) Learning theories.
- 5) Student development.
- 6) System approach in education.
- 7) National education goals.
- 8) National education policies.
- 9) Local education policies.
- b. Mastering learning materials.
- c. Mastering learning management.
- d. Mastering learning evaluation.
- e. Having personality, professional knowledge, and its development

Among these competencies, learning management is the one we most emphasize on. It indicates that a professional teacher is required to be able to develop learning programs, as well as choose and use appropriate learning media and strategies. S/he should be able to communicate effectively to motivate students to learn.

Along with the development of information technology, the competence of learning management will change in the coming future. Classroom-formatted schools will turn to shared schools in one city, shared schools in one country, even global schools (Galbreath, 1999). Thanks to advances in information technology, the shared school attended by a large number of students can be implemented. Attendance in classrooms is no longer a necessity. Rather, attention and independent activities toward a problem transferred through an interactive telecommunications network are required. On this ground, teachers' roles will also align with the change in the classical learning format to global collective learning.

In the future, teachers must master and be able to utilize communication and information technology and change roles, becoming facilitators who teach students to discover something (Naisbitt, 1995). Teachers must also be democratic, along with independent and autonomous professionals. Such roles are in line with the era of civil society.

Furthermore, the synergy of the development of communication and information technology, as well as changes in a more democratic and open society will result in a demand for teacher professionalism in using communication and information technology, including in terms of accountability. Like other professions, teaching is a competitive and noble profession, making professional teachers ready to be tested for their competencies on a regular basis to ensure that their performance still meets the professional requirements (Pantiwati, 2001). The current teacher certification policy is intended for this purpose.

Eventually, teacher eligibility profiles will emphasize aspects of teaching skills, starting from analyzing, planning, developing, and implementing, to assessing the educational technology application-based learning (Tilaar, 1999). Several abilities that teachers have mastered will be more required to be actualized, for example, their abilities to (1) plan the lesson and formulate objectives, (2) manage individual learning activities, (3) employ multi-strategies and learning media, (4) communicate interactively, (5) motivate and give positive responses to students, (6) actively involve students' physical and psychological aspects in classroom activities, (7) make adjustments to students' conditions, (8) implement and manage the learning process, (9) master learning materials, (10) improve and evaluate the learning process, (11) supervise, interact with colleagues, and be responsible to constituents, and (12) conduct research and write scientific papers (Wardani, 1998).

Daily duties of professional teachers in the classroom, such as preparing students to concentrate on assignments, monitoring classes, carrying out assessments, must be continued with additional activities and tasks, including discussing learning issues in teacher meetings,

communicating student learning outcomes with parents, and discussing various educational and learning issues with colleagues. More specifically, professional teachers must be able to manage learning hours effectively and efficiently by constantly learning and improving basic skills.

According to Rosenshine and Stevens (2002), nine important basic skills professional teachers should master in learning management are: (1) starting the lesson by briefly reviewing the previous lesson related to the lesson to be presented, (2) presenting learning objectives, (3) presenting materials with exercises and presenting exercises and reinforcement with theoretical materials, (4) providing detailed explanations, (5) giving quality exercises, (6) giving opportunities to students to ask questions and to show their understanding, (7) guiding students in mastering the required knowledge and skills, (8) providing feedback, corrections, or reflections, and 9) monitoring student learning progress. Ending the lesson well by making summaries and affirmations, as well as providing instructions on the follow-up activities to be done by students are also crucial.

In the learning process, teachers are required to be able (1) to develop learning programs, (2) to perform learning procedures, and (3) to have interpersonal relationships with the students. The ability to develop learning programs includes (1) mastering learning materials, (2) analyzing learning materials, (3) developing annual programs and semester programs, (4) preparing lesson plans (RPP), and (5) developing other learning media. Next, the ability to perform learning procedures encompasses (1) managing the learning process, (2) delivering learning materials, (3) guiding student learning, (4) employing learning media and strategies, and (5) carrying out an assessment of student participation and learning achievement. Such an ability also covers (1) starting the lesson, (2) managing learning activities, (2) organizing time, students, and learning facilities, (4) evaluating the learning processes and outcomes; and (5) ending the lesson. Lastly, the ability to have interpersonal relationships with the students comprises (1) helping nurture positive attitudes to the students, (2) creating enthusiasm and seriousness in learning, and (3) managing interactions between individuals in the classroom. In short, there are many little things that professional teachers must concern and master, so that they cumulatively form a whole of professional abilities that can be shown in optimal performance. All in all, the profile of professional teachers is those who have competencies (1) in the field of study, (2) in the field of education and learning, (3) of values and guidance, (4) of public relations and community services.

Looking at the professionalism principles, Indonesia's education system still gets several weak points in the following matters.

a. Educational qualifications and background are not in compliance with the field of study the teacher is involved in. For instance, there are teachers who teach subjects contrary to their educational qualifications and background.

b. Lack of competencies required in the field of study. Professional teachers should have four competencies: (a) pedagogical competence, (b) cognitive competence, (b) personality competence, and (d) social competence. Therefore, besides teaching skills, teachers must also have extensive knowledge in their disciplines, be wise, and be well-socialized.

c. Income is not determined by work performance. As of today, teachers with both high and low achievements get the same income, despite the teacher certification program that does not give opportunities for all teachers.

d. Lack of opportunities for sustainable professional development. Several teachers are stuck in a routine. Even the authorized parties (principals and heads of board) do not encourage teachers to develop self-competence or career. This is indicated by the lack of scholarship opportunities provided to teachers and the absence of teacher literacy programs,

such as the provision of reference books, participation in national and international seminars, workshops, periodic training, etc. My supervised student pursuing a master's degree was instructed by the principal to return to teach towards the end of his/her study. In the end, s/he was allowed to finish the study by negotiating. This portrays the obstacle to sustainable teacher professional development.

e. Professionalism in education needs to be interpreted as “he does his job well”, meaning that teachers should have educator instincts, i.e., understanding students, master a discipline in depth, and have professional integrity. With professional integrity, the teacher becomes a role model, a professional (Riva, 2008).

By realizing that there are still many teachers who do not meet the professional criteria, teachers and those in charge of education must take steps. According to Tilaar (1999), steps that teachers and parties in charge of education take are as follows:

a. Organizing training programs. The basis of professionalism is competence. Consequently, competence development must be sustainable by organizing training programs that sustainably support the development of competencies, including training programs in the fields of profession, research, and scientific writing.

b. Nurturing work behavior. Sociological studies since the time of Max Weber in the early 20th century and management studies in the last twenty years lead to the conclusion that success in various aspects of life is determined by human behavior, especially work behavior.

c. Creating free time to conduct research and write scientific papers. During this time, teachers are stuck in the teaching routine without having free time to do research and write scientific papers that can support their professionalism. Therefore, the competent authorities should create free time for this purpose.

d. Improving prosperity. In order for teachers to be dignified and able to develop young people with confidence, they must be prosperous.

On that ground, profession is expertise and authority in a specific position that requires specific competencies (attitudes, knowledge, and skills) obtained from intensive academic education. Profession is usually related to one's livelihood in fulfilling life necessities. Teaching profession is a special expertise and authority in the fields of education, learning, and training which is occupied with becoming a livelihood in meeting the needs (Law of the Republic of Indonesia No. 14 of 2005). This profession requires teachers to have attitudes, knowledge, and skills in addition to pedagogical, cognitive, personality, and social competencies in the education and learning field for them to be able to execute the work effectively and efficiently.

Surya (2005:48) points out that teacher professionalism possesses an essential meaning, namely (1) teacher professionalism protects the prosperity of the general public, (2) teacher professionalism is a way to improve the educational profession, (3) teaching professionalism is likely to give self-improvement and development that allows teachers to deliver the best service and maximize their competencies. Five behaviors characterize the quality of professionalism, as follows: (1) the urge to always show behavior that is close to the ideal standards; (2) improving and maintaining the profession image; (3) the urge to always pursue professional development opportunities that can improve the quality of knowledge and skills, (4) pursuing quality and ambition in the profession, and (5) having pride in the profession. In other words, teaching profession should promise prosperity for teachers themselves and their family members, so that they can carry out their profession with maximum concentration, and not make extra income. Consequently, the education in Indonesia is of higher quality to produce best generations.

The government declared teaching as a profession on December 2, 2004. Teaching profession is developed through (1) the education system, (2) the quality assurance system, (3) the management system, (4) the remuneration system, and (5) the teaching profession support system. By the development of the teaching profession, it is expected that it is able to (1) form, build, and manage teachers with high dignity in the community, (2) improve teachers' lives to arrive at a prosperous life, and (3) enhance the learning quality that is able to support the realization of competent and standardized graduates in order to achieve the vision, mission, and goals of national education in the future. Also, professional development is expected to create intelligent, cultured, dignified, prosperous, advanced-skill, excellent, leading, and professional teachers. Future teachers are expected to be more consistent in prioritizing the values of quality culture, openness, democracy, and upholding accountability in carrying out their duties and functions.

The majority of Indonesian teachers seem to be a long way from research, scientific works, and scientific meetings. Many teachers are stagnant at the IVa rank/classification (grading of Indonesian civil servants) because a scientific work is required if they want to be promoted to the next rank. This shows how few of our teachers are involved in scientific activities, including conducting research, writing scientific papers, and participating in scientific discussions and meetings.

There are several factors causing teachers not to involve in scientific activities. The non-conducive school environment to make teachers "knowledge developers" could be the primary factor that leads to such a reality. It differs from universities that require every lecturer to continue to actualize and upgrade their knowledge. Also, a lot of Indonesian teachers believe that they have had enough because the world around them also 'does not require' much from them.

Lacking facilities to research in schools is among the causes of the less conducive school environment related to the development of such knowledge and skills. Limited sources and/or references, absent research journals in schools, and non-allocated special funds for research are real examples of the non-conducive environment of knowledge and skills development in schools. Such a phenomenon will usually be more pronounced in schools located in remote areas.

After enacting the Law on Teachers and Lecturers, there is a hope that the world of research among Indonesian teachers will improve. In line with this notion, Jalal (2006) explains the government's commitment to create a conducive environment, so that teachers are motivated to conduct research. The government is committed to allocating a large amount of funds for the Indonesian teachers' knowledge and skills development.

In 2007, the government has programmed three main activities for teacher professional improvement through collaboration with the Institute of Education and Education Personnel (LPTK) and provided block grant funds for these activities, as follows:

- a. classroom action research for 3,837 teachers with an allocation of IDR 13,653,600,000
- b. scientific writing supervision for 10,000 teachers with an allocation of IDR 50,000,000,000 and
- c. teacher scientific meetings, both at the district, provincial, and national levels.

The government also gives leave rights to teachers who will undertake research and book writing activities.

The teacher certification program started in 2006 will indirectly encourage teachers to be involved in research and scientific writing activities. It is because one of the elements that

gets a fairly high point of the assessment in the certification portfolio is professional development work, namely research and scientific works.

With the increasing availability of various learning resources along with the emergence of internet programs in schools, limited reference sources for conducting research is no longer a major problem. The internet will definitely help teachers facilitate the process of conducting research and writing scientific papers. Not only to find references as a theoretical framework, the internet can also replace the role of research journals that have not been available in schools. Numerous websites publish scientific works.

Such a situation leads to the solved problem of research and scientific paper writing among teachers. As more teachers are involved in scientific activities, the expectation of catching up with the field of education is getting closer.

Scientific Works in Teacher Professional Development

As mentioned earlier, the promotion of rank/classification of teachers requires credits from professional development activities. Contrary to the current general assumption, compiling scientific papers is not the only professional development activity. It should be emphasized that compiling scientific papers is among the activities of teacher professional development. Teacher professional development consists of a total of five activities, as follows: (1) compiling scientific papers, (2) discovering appropriate technology, (3) making teaching props/supervision media, (4) creating works of art, and (5) participating in curriculum development activities.

Nevertheless, for some reasons, such as unclear operational instructions for implementing and assessing activities other than compiling scientific papers, the teacher professional development activities are mostly performed through scientific works. A scientific work is a written report on the results of a scientific activity. Due to the great number of scientific activity types, reports on scientific activities also take several forms; research reports, scientific essays, popular science writing, presentations of seminars, books, dictates, and translations.

Scientific works can be divided into two groups (Turabian, 1970), namely (a) reports on the results of research, and (b) scientific reviews and ideas. Both are presented in books, dictates, modules, translated works, papers, research reports, journal articles, or mass media articles. Scientific works also differ in the form of presentation due to the different purposes of writing and the media that publish them. On account of the difference in the types of scientific works and the form of presentation, the awarded credits are also different.

Despite the different types and amounts of credits, all scientific works have the following similarities (Suyono and Muslich, 2008): (1) the matter being discussed is in the area of scientific knowledge, (2) the content refers to scientific truth, (3) the presentation reflects the application of the scientific method, and (4) the physical appearance is in accordance with the scientific paper writing system. One form of scientific work mostly prepared by teachers is individual research results that are not published, but documented in the school library in the form of a research report. Teachers have high enthusiasm for doing research. However, some teachers still do not understand what and how to conduct research, particularly in the field of learning to improve the quality of learning processes and outcomes related to their profession. As a result, doing research is perceived as a difficult activity, requires high costs and a lot of energy and time. Indeed, this is not entirely true.

Development of Scientific Writing Skills for Teachers

Writing scientific papers for teachers is actually a basic need to develop their profession. As the ones involved in the education and learning field, they need to continuously increase their knowledge and understanding of various matters related to the subjects they teach. Furthermore, why do teachers need to develop scientific writing skills? The rationales behind the development of scientific writing skills for teachers are as follows: (1) teachers as educated people, (2) teachers as reformers, (3) teachers as motivators, partners, and role models for students in writing scientific papers, (4) teachers as researchers in the field of learning, and (5) teachers as writers of scientific papers.

Such rationales strengthen that teachers need to constantly learn to develop their skills in writing scientific papers. Developing scientific writing skills for teachers is based on the following objectives: (1) teachers are expected to be more skilled in writing scientific papers, (2) teachers can disseminate ideas and findings through scientific works, (3) teachers are more confident in their communities and in front of their students, (4) teachers are more productive in developing their ideas in writing, (5) teachers will avoid plagiarism, and (6) teachers make a quicker way in developing their careers.

Additionally, the development of scientific writing for teachers will make two impacts, including (1) teachers get extra income from writing scientific papers if they are published in the mass media and win competitions; (2) teachers' insight and understanding about the field of education and learning are more comprehensive. Such a development will be well actualized if fulfilling the following things: (1) constant awareness of teachers of the importance of developing scientific writing skills for themselves, (2) creating a community that can encourage teachers to be willing to learn and be challenged to write scientific papers, (3) learning to write scientific papers independently or with colleagues, (4) reading a lot and thinking critically, (5) having a daily journal to record observations, data, thoughts, or just topics that need to be written, (6) starting to write a scientific paper with the most mastered and preferred topic, (7) learning to write a paper by making a concept map or a mind map, (8) continuously learning to make a complete writing framework based on the concept map being produced, (9) based on the writing framework, starting writing a scientific paper, (10) getting used to writing at least one page per day, (11) being used to reading critically the produced paper and perfecting it, (12) taking the time to read good scientific writings from other people's works, (13) participating in scientific writing competitions (local, regional, national levels), (14) getting used to asking colleagues to read and provide input on the writing being produced, (15) being courageous to submit the produced scientific paper to the editorial board of scientific journals, and (16) being used to documenting and properly storing scientific works that have been produced.

Conclusion

Professional teachers have four competencies: (a) pedagogical competence, (b) cognitive competence, (c) personality competence, and (d) social competence. In addition to teaching skills, teachers must also have extensive knowledge in their disciplines, be wise, and well-socialized. The profession of teachers and lecturers is a special work that requires professional principles. Teacher professionalism is a condition, direction, value, purpose, and quality of expertise and authority in the field of education and learning related to one's job as a source of livelihood. Professional teachers are those with the required competencies to implement educational and learning duties.

Among the aforementioned competencies, learning management is the one we most emphasize on. It indicates that a professional teacher is required to be able to develop learning programs, as well as select and use appropriate learning media and strategies. S/he should also be able to communicate effectively to motivate students to learn.

Regarding this, compiling scientific papers is among the activities to develop teacher professionalism. Teacher professional development consists of five activities, which are: (1) writing scientific papers, (2) discovering appropriate technology, (3) making teaching props/learning supervision media, (4) creating works of art, and (5) taking part in curriculum development activities. However, for some reasons, the most substantial activity of teacher professional development is scientific writing.

Writing scientific papers for teachers is a basic need to develop their profession. Why do teachers need to develop scientific writing skills? The rationales behind such a development are as follows: (1) teachers are educated people, (2) teachers are reformers in the field of education, (3) teachers are motivators, partners, and role models for students in writing scientific papers, (4) teachers are researchers in the field of learning, and (5) teachers are writers of scientific papers.

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