



Plagiarism Checker X Originality Report

Similarity Found: 0%

Date: Saturday, August 25, 2018

Statistics: 0 words Plagiarized / 5028 Total words

Remarks: No Plagiarism Detected - Your Document is Healthy.

Paper Proceedings International Conference of Education and Technology, for Empowering Agents of Change, ISSN: 2511-1571. Scanned by CamScanner T7. Faculty of Education and Teacher Education, Kristen Satya Wacana University, Salatiga, Central Java, Indonesia, November 2-3, 2016. Published by Faculty of Education and Teacher Education, Kristen Satya Wacana University.

Salatiga, Central Java, Indonesia 2016. Copyright © 2016 by Faculty of Education and Teacher Education, Kristen Satya Wacana University. All rights reserved. No part of this book may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

For information: Faculty of Education and Teacher Education, Kristen Satya Wacana University, Salatiga, Central Java, Indonesia, (+62298) 321212. <http://cal.fkip.wku.ac.id>
for papers, uksw.edu.id/index.php/ical scanned by CamScanner. ACKNOWLEDGEMENT: The faculty in December 2016. I am grateful to the following speakers at the International Seminar: Jolita Philip Dor, Dittler (Drexel University, Philadelphia); Tili Inpoa of Conc. Ptu; Lizaloti of Kaming on Pradice; Rosic Thtrpp (Univertit, of Surjhinc Coosl, Ausralio; who Am I or A komhg ond Eqvity l2adat?) John Euat (Univedirr ol Sunshin Coast, Auttroitai StrutcSics for Efeaicv Leoming and Tcad@) Caas vsa MwtoGr (Icam-hadcr R:rnndo MCM Proiect: Cun rn l\$ue ol ucation in Da'loping Countrr) Atdna Dugaa (trototlai, 'y]ew Intcdatorial c,ristia/t s'hool; SeY Efrcoc! hr Cont'nw'ary Teachn

ord lthe Rolc of Ptirciqals) SlrlarYo (lbtat Sarjano Pcmdittikon tndonesio (ISPI)/Indonesio Uucdtonist Astociation ifl); lthe'Aotc of Hucation Assoclotion lot Aucalot PrcJessionol Devlopment) I Scanned by CamScanner IN'INTERNATIONAL SEMINAR COMMTR'EE MEMBERS Ir.ot.

Dtt, l'f, l-rthby l.rcknrrno, l,h,l), Dr, Yari l)wilurflrningiih, M,Pd,, Wahyuli, S,Pd., M,Pd,,l;lcrrnl| Cornlllcc . Slcfonui C, Rclmultu,S.Ptl.,MS.IU,, L'lolrllle4on. Aj.Ag Aylt Wldiiduli, S.S., M,4.. Yurlln Trl Xsrtika, S.Pd., gdi M&ri! MarBi 4., !;.Sot., Secrctarldt ' Srpto l'lw0n. S.Pd., llllmhct Scnllo 4., S.Pd., f.r^tut t. ?.lviralloicin,S.Pd., S.Mur., M.Pd., Mr/rcr Kumirwrr, S.Pll., M,}d,, l'm*rm Scctlon. Arirnr Vrnr Dcr S*an, Wahyu Purwiy0,rluli, S.S.,

M,llun,, Angclr Atil Sctiyynli, S.Pd., M.CA., 'l'ru\Vx'rlati,n arul ,icutnnolatlot Scclh, . Y, Wintlrw!l[|. S.lrd.. M,Pd,,l"ri Nov0lrll.ri Y., S.l'd,, M,l'd., Donald Somucl S.S., S,Pl.,M.l't!, Sc InurSc,ttton,Fjunic.W.,S.Ptt.,li,PtJ,,jlofr.3l6rn.^nt, A.Md., Nugnrho Yuli0nt., S,ltl,, M.Pd., Sunllrlo, Prcdrik l-. Nrljururnana, Secth,n l)t Puhllcatlonr on.l l'uhllc nehhtns.lanny W.,S,Pd., M,Pd., lka K., S.E.,M.AI', Provbitt8 ' Aricf S., S,11., M.l'rl.,

llcrry Smok,, S,Si,, M,lld,, ll n.lral ng,\erthn ' Novitih Ratu, S,Si,' M,ltl., Romitio 'ff)rrng l', S,ltl,, M,Ptl, Src on !)/ Dachtolhn anl facillllet ' Dts' Tri Widi0no, M,ill., l)r,r, Nyolr) llardjono, M,Prl,, Yln!.rndi lludi 4., S,Kom., l'tocceding Seclhtn . Dr,illmbong S, Sularmono, M.si., Dr. Rlmb.ng ltmnlo, M,si,, Dt vr'eiiohadi' M,Prl..lirllrot Scrtrton I Prof, Dr. Skmclo, M.Pd., Sunardi, S.Pd., M.Pd., Adi W., S.Pd.'

M.Pd' Sculon o! Mtmltorlng, Ewrluatlon nh.l Rcryng pISSN:2541-1578 &lltot : Stcfnnl.liC,Rclmlilra, S.Pd,, MS'Ed I Scanned by CamScanner rssN254t-1578 ll llv viii ix l l 6l 6l Scf-Eficat1 In the Cotcnporary T.achcr Johtr Hunt Stroregies for Efrectiye Leaming and Teaching Jonan Philip Donaldson The Impact of Conceprudlizatiotg of Izaming o Pmclice Rosie-Thupp

The Izamhg Leader in Concmpomry Schooling Current Issucs in Education in Devebpittg Covnties Tjipto Subadi Lcsson Sndy Motlcl u a Social Sciencce Tcachct Truinhg fo hlpruve ,he QuaW kaming In Pr nory School PARALLEL SESSION P4PERS,..... sapro Joko Puwadi ,..... Completion O! The Dirac EquatioD Using Ptschl-Teller Potcntial Hyperbolic Potential Pfus Gendcnsht in ll Using Aslmptotic h.rotion M.thd Andi Novianto ...

l6 u 32 39 6'7 Deyelop D.rcctiot Syslaln oJAnonymous Mail To Validate Ori nalia! E-lcaming Task &loa Mari& Slaneto -, Eko Sedyono 73 Development of ICI-Based l-caming Monogement Modcl o, SD Krisre Satya Wacano Salatigo Muhammad Halfi lntra Syshputra Etcct ofkoming Hotel Syst m to The Students Competence at

Program Studi Akonodasi Perhotclan in SMK N I Mcdan Dwi Ampriyati I ni ria, in g P
1016 s i ono I A u t ononry Wdius Purbonuswanto Managemcnt olChoradet Aucalion at
SMA N 12 SenoruLq Trc!5ia Sujma ..,.....,-,.....

Pcer Observation olTeochit9 eOT) i The Uttil"rsr'D' Serrxrs Bla.siuic Boli Lason
Prolcssiaallzotlon School Count.lots it Indoncsia 84 94 98 109 I2I Scanned by
CamScanner TABLEOFCONTENTS ACrG{OWLEDGEMENT INTERNATIONAL
SEMINAR COMMITTEE MEMEERS .. TABLE OF CONTENTS APPENDICES,
FOREWORD.....,..... PLENARY SESSION PAPERS ..,....., Cees van Maarseveen Umbu Tagela
.....

n5 247 297 312 32i 310 33s 340 349 357 377 385 398 N4 4t2 420 436 hfluence Of
Maaageiol Skills OJ prbary School pdncipals To The Prugrum Success OfThc ptnory
Sctlool, tnwaingap\Eost Sumba Disrnt Wawan Priyanto, Muhammd lhatll, Ikha Listyarini
. Intamctivc Multbmedia Bos cd On Guiding- Inquiry Scieace At Founh Grad. OJ prbnory
Sctrool In kaming Social EDdang Fauziati,... Litemc! Theorics and F,ar\$ Childhood
Hucarion proctices Bambang Ismanto,.....

Shcrly Istika Sari, Eni Mariu -..... P rofessional Developme nt A I Managemnt of Botic
Education progmm in Thc pc1pectiee of Sustqinable Dcvelopmcnt Goals Managemnt ol
Fqcilities , Infasnucun, Cuhure ond hvitonncm oJ SMX Christion School SrEiya Ary
Hapsan, Debora Natalia Sudjito, Dianc Novianrtini,.....,

PhET (Physics Hucation Tcchtology) Virtuol l4boratory at Physics Donald Samuel Slamet
Peer Mentoring and Peer Aressint in MetM oJ Jigtsw L.aming Media dbofi Fdclort ,hot
Influence the Number of Enitted Electrow in Photoehctric ff.c, Henny Dewi Koeswanti
Regional Languages laterference Phcnomenon into Indoacsia language in the kaming
Process as Actt olizotion to Revcal Ethics in Speakiag Tukiran TanirEdja Students'
Chalacrer Development ,htough Civic Educdtiot Nina Permatasari

Thc Efeavcaess oJ Entpty Scats Teclmique ia Retolvhg Verbal Cormwicacion Dffialties at
SMP N 3l Baljamasin Tri Widati Setiys Atmamo The Noi-Exitt nce of hPowcrrent
olrytande6 Sumrdjono Padmonartono, Yustinus Windrawanlo.. The Relatio\ship bctwccn
horional In elliScnc. and. QuaW oJ Univcrsity Lifs Erfy Mclary Idupand! Transocticotwl
Leadership in Eahancing The Competence ol P'incipals Ririn Tius Eka Margareta
Traasfomtationol kaderthip in Schoo l Quality Imp rovemcnt Siti Supcni,
OktianaHandini,..... ,...

Thi Conpetence and Implication of lleadnaster's Wisdom on The J avancsc Lcadcrship
Vsluc\$ Wahira Hamid -,.....,*-.,.....-... Professional Compctence In Tcochen Pimary School

Purwanto.....,.....-.,... Scnant Lewlanship in School Improvement Scanned by CamScanner Abstrct Professional Competence In Sustatnable professional Development At Teacher1s primary School Wahira Harnid Educatioial Science Facuhy of MaLasEar S,ate University waliro ort@rahoo-co.id The dlvcloFnart of profgsionrl compctloca of tcsbas hsv. b.trl Sivcr! waftanty (o thc Glahars !o n rEry 6cicnc., tchnology and a stlong plrsondiry in bGcd on hrir! rh. prDfc!,iofl, di8nificd.

scsurq prosl,cmul and prDfessionals in ffdfi ro bc ablc to faca iltcfirl md cxt maj livc that chanSct in thc 2l cntury during thcir carrera. This r6carch to 6trd ol,t thc fum of nccds of pmfassio[al caftpctncnc dcvdopmc\$t thNuthr profcssioo dcv.lopi[t sustinrblc (PXB) which is nccds by thc lc.chc6 of Fimrry .chool. Thit rlsclrEh !l using R & D by Borg Ind G.II (19E3:775-776). Tha Bubjcc(of thi6 r.LarEh is thc group of r!r.h.rB FimEry school (K(G), thlr! arc 35 teachers io district Pallaogga Gowa South Sul.wcsi. The tlchnic of collectitt8 d&r vrcE u'ing i\$aflicw, qucslioolirc, aDd docutlrnl,rio'r.

The result of dris r.lclrlh showcd ttat tte nccds of dsvrlophr profcslioal compctncnc in sunaiDabl. profc\$ion dcvelopmrn! ot l.achcrs primry school cr.s very important rhat sp€cifi.d in Eaining of clrssrcom actioo rccrrEh as onc of Oc rcquiftocnB in the asscssrBnt of trlchr pcrformancE. K.yvord r ProLadotrrl compalrne' Pxl, Taaatlr ofHrrlf,, Sdrool.

420 Scanned by CamScanner INTRODUCTION The constiNtions of thc Rcpublc of Indonclir In numbrr 14 in 2005 at thc Tcrch.rs atrd L.ctuErs chapr.r 20 (b) rmandatcs lhst In odcr to csrry out rhc trsk of profcasionalkm, tcrchc.! rrrt obligcd to impmvc and dcvelop thc acadrmic qudifieations and cornpctncnc on an ongolng bsl:8 in lin. with dcvaloprnents in scicmq tachnology and an.

The statcmcdt abovc lcSislation 66.oti6lly Equirer tcac'hcas to h.vc: (i) thc Dinimum acadndic qualific.tion Sl d DIV; (ii) lhc compctncnc of t!!chin8 agalt that is pcd.gogical, pcrso lity, social, and Fofcssional; and (iii) tcrching ccnificatc. Efforts to improvc th. profelsiooalism of taachcrs, amorg olhcrs, can bc donc rhrough trainin8, escenh, wdting rcicntific papcrs, atld olhcr pmfcssional activities, Thc activity was vcrly litcly implcmctrtcd in Tcachcrs GDup Wotting (KKG) for clcmntary lcvccl, or in CongrEss Subjct Tcrchcr (MGMP) for middlc and high 6chool levcl, Siv.n

thc containcr is uscd 0s o mcclling placs for thc clasr lcahd or rubjct tlachcrs .likc. In cor6tiNtion numb., 14 in 2m5 st thr EachcE Ind lcdurr! mentions thst thc 'taachel i5 r profclionrl cdudslor witfi a pdmory tssk of .ducrting, trochir& Suiding, dirlcting, min, asscss and avdusE sttdcnls on cady cniuhood cdudition, formal cdudction, brsic cdudction snd srcoodary cdudition.

Improving the quality of education, especially in primary school is the focus of the government in order to improve the quality of human resources. This is because the elementary school is the first formal education unit which has the responsibility to develop the attitudes and abilities as well as provide basic knowledge and skills.

Proficiency of the teacher competence is a set of capabilities that must be possessed by the teacher in order to realize the performance appropriately and effectively, while the professional teacher is the teacher who has the ability and experience in the field of teaching so that they can carry out their duties and functions as a teacher with a minimum capability.

The teacher is 421 Scanned by CamScanner responsible to help realize the establishment of professional teachers. Based on the motto of 'Quality and Reform of the Bureaucracy Number 16 of 2009 on top, continuing professional development (PKB) is the development of each competence carried out in accordance with the needs, gradually, continuity to increase professionalism. KKG is the teaming process.

which tends to be possible and based on the guidelines. Program delivery of KKG has been uncovered and meet the needs of teachers, in anticipation of the development of learning, so that teachers are able to realize the competence of personal, professional, and community.

However, the implementation of KKG program cannot be implemented in line with expectations, because there was a conflict of interest so that the official completion of the program of activities cannot be precise time. At the level of the teacher discipline in following KKG has not shown significant development. It can be 422 Scanned by CamScanner a very influential factor in the learning process. It is appropriate that the teacher is given the right of well-being.

It is understood that the certification is the process of granting certificates to the teacher educators who have met the requirements, which have academic qualifications, competence, physical and mental health, as well as having the ability to achieve national education goals as determined by the government. To achieve the vision of education is to create intelligent and competitive human resources. Attention to teachers as professionals who have a function, role, and the position is very important in this regard. The teaching profession is deemed necessary to be developed as a distinct profession as mandated in the constitutions of teachers and lecturers number 14 in 2005. Once consequently, then the position of teachers as a profession requires training and development is continuous.

Professional Development (PKB) is a part of the system's mission to improve the quality of education in KKG. This is a crucial step towards the goal of a general education. Moreover, the problem of specific issues, often overlooked. The development of science and technology rapidly, coupled with innovative curriculum, is a process that leads to "mandate" followed by teaching.

Fundamental changes in curriculum and government policies in line with the implementation of regional autonomy, become a vehicle for proper socialization through KKG. Implementation of continuous professional development program is expected to improve pedagogical, professional, social and personality to meet the needs and demands of the future reality to his profession as a teacher. Continued by professional development activities developed on the basis of teaching.

Performance profile of the teacher performance evaluation results and was supported by the results of self-evaluation, if the result of the assessment of teacher performance is still below the required standards of competence, the responsibility of the teacher, then the teacher is required to attend continuing education program that is oriented as guidance in achieving the standards of competence of teachers. Meanwhile, teachers should have reached the professional level required standard of competence in the assessment. It is the performance of teachers, in the professional development activities directed to &c development of competencies to meet the service quality and the development of teachers. Continued by professional development is one key element of a given number of credits for the initial teaching functioned position.

The implementation of continuous professional development activities are expected to create a professional teacher, not only has extensive knowledge, but also has a mature personality. This research is expected to contribute their professional competence development model that 423 Scanned by CamScanner is performed for elementary school teacher, along with the development of the components. These findings can be used as a study materials research to develop the components of teacher training.

REVIEW OF SOME LITERATURES on the role of teacher in the Republic of Indonesia Number 14 in 2005 article by the author, hinted that the teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating student on early childhood education, formal education, basic education and secondary education.

Professionalism in education needs to be understood that the teacher should be someone

who has the instinct of conduct, know and understand learning, The Position of teachers or lecturers as professions as defined in Article 2 paragraph (1) serves to enhance the dignity and role of the teacher as a learning agent. The quality of national education, which is mainly by the lecturer as agents of learning (learning agent) is the role of lecturers in the role of teachers, as a facilitator, not a lecturer, but a 'learning engineer' learning and inspiration for learning.

Competency lecturers referred to in Chapter 1 of the Constitution of the Republic of Indonesia number 14 in 2005 include pedagogical competence, personal competence, social competence, and professional competence acquired through professional education. The professional competence can be described as follows: Professional competence is the ability of teachers to master the knowledge of science, technology, and / or in which at least includes the mastery of (1) the subject matter is broad and deep standardized program content education units, subjects and / or groups of subjects and (2) 424 Scanned by CamScanner. Professional Development (PKB) PKB is a professional development that is carried out in accordance with the needs of teachers to reach the standards of professional competence and improve their competence over professional competency standards which also has implications for merit scoring for promotion / functional position of teachers.

PKB includes various things, namely self development, scientific publications and innovative work. PKB is a form of continuous learning for teachers is the main vehicle in an attempt to bring the desired changes related to student success, Thus all students are expected to have more knowledge, have better skills, and demonstrate a deep understanding of teaching materials and be able to demonstrate what they know and are able to do. PKB is covers a variety of methods and approaches which teachers continuously learn after getting an education or initial training as a teacher. PKB is encourages teachers to maintain and improve overall standards cover related to his work as a professional.

Thus, teachers can maintain, improve and broaden their knowledge and skills as well as build personal qualities required in their professional lives. Through awareness to meet the standards of professional competence and efforts to renew and enhance the professional competence during the period of work as a teacher, PKB is done with a holistic commitment to structural skills and competence of personal or professional competence.

In case this is a commitment to be a professional to meet the standards of professional competence. slow growth and ongoing basis to continue to grow. PKB is the key to optimize career development opportunities both now and in the future. To that 425

Scanned by CamScanner the concepts and methods of scientific disciplines, technologies, or the.

relevant that is conceptually coherent with a school or educational unit program, subjects and / or groups of teaching subjects. And, the PKB should encourage and support the changes, especially in practices and career development of teachers. c. Working group of teachers (KKG) The definition of KKG is a containing is a professional capacity-building of teachers, training and exchange of information in a particular Subject in accordance with the demands of the development of science and technology. Meanwhile, according to Julia KKG is a place in the profession.

development of teachers that can be used to communicate, exchange ideas and share experiences, conduct demonstrations, attract and simulate in learning. While the Institute for Educational Quality Assurance Kalimantan (LPMP) provides several definitions of Teacher Working Group, namely: L KKG is a Professional forum or containing teachers (teachers / subjects) that are organized by / District / sub-district / school cluster, which is the principle of reflection of the activities of, by and for teachers in the school. 2. KKG is a non-structured organization that is independent, based

on family, and it does not have hierarchical relationships with other institutions. Working Group of Teachers (KKG) is a forum, containing teachers' professional activities primarily responsible for maintaining the teaching and learning activities in the classroom (as a classroom teacher).

From some definitions above it can be concluded that the 426 Scanned by CamScanner working group of teachers is a forum or organization or association of primary school teachers who have special activities provide information in the field of education in order to improve the personal qualities of teachers in the learning process. Since the nineties the flow of information in various fields flowing profusely.

Since the time of this movement in the field of communication and information increasingly sophisticated. Now even the issue of "globalization" began to spread to every corner of the world. The demands of development and human resource development in this context is something that needs attention. Indrasari petri et al. science and technology has been a major challenge for the world of education.

Therefore every school should respond to the fast-paced changes in every sphere of life. Not in spite of the global development of educational information requires teachers to be able to think globally as well as the ability to continuously be improved. METHOD This research used a design research and development by Borg and Gall (1983) and the draft

proccdursl modcl dcvcloPcd bY McKcnBy (2001).

'The dcsiSn of thc modcl Borg and Gall (1983:775' ?76), thrrc Erc IO stQPs in lhc implcmrntation of Rcscsrch and Dcvlopment, Based on thc tcn Etcps it by Sukmadinsla (2m6: 176) modilied into thrcc stcps of rcsrch and dcvclopment ftc rcsrch phasc dcvclopcd, namcly; (1) thc prclimbarly study stage as needs aod contcns analysis, (2) thc dcvclopment stage as thc design, drvclopment, and evaluation, (3) stages of testing thc effectivencss of thc pmdct as a semi-sumative cvslution.

The design of thc rcsrch and dcvclopment can b€ sc€n in thc following chan: Thc dcvclopment followcd thc proccdurc includes th€ stagcs of (1) a pnliminary study, (2) thc dcvclopment stage. A full description of this proccdurc can be followed on thc following explanation: Thc 421 Scanned by CamScanner dcsign of rEse5lr}l and dcvclopment catl be sc€n in thc following chafi. Pictur.

3, I Prpcrdutr of Ds/clopmcot (AdAr fiom Borg & Oall) FiBt Btsgc by doitrq atiYitics of litrrary studics alld arnl,,sis of hc dcvclopment n.cds of profGsiou.I coEIPILnc!. LiErery strrdics cotructcd by activity (1) amlyre thc training modcl lhat had bcsn donc; (2) to anallz. subs subjcl matter for modcl dcvclopment miDing; (3) analyzc thc llfour€cs of book to find lhc conc.cP of thc training rnodcl. Dcvclopment and Ev.lu!]ion.

The dcvrloPmentl Phasc is dona by octiviticE irsludc: (1) ptlparatiott of a dcvclopment modcl of comprt.rccci (2) Focus gDuf discus6iori (1) Prpcration of a raining modcl in l\$es: modclinE, vdidtion crpcrt in qucltion conriJb INTRODUCTION I. Shrdy of Litcratur (thcofics Ind rlscsrch findings) 2. Field6 study of trailrhg nccds ard traitring modcls so f&r.

SVAIL'ATION I Modcl LlplcrErdoo 2, Toltisg nodlt 3, Modcl rlvisioa 4. Find modcl DEYEX, TMENT I. TcItitrg of hst umcnt 2, Vrlidation ExFrt 3. Modcl RcvilioD 428 of modcls, sErtrgi.s, rdning guirc book!, irrmmctrts, qu.stioomkrs to Fainccs. (2) Focus Gmup Dfuccusion (FCD). Th. dralt of th nodrl, disculdcd itr small groups of clcmctary school tcachers as many as 15 p.oplc with th. pupos. of discu3sing thc traidng modll. Th.

location of this rcsBrch srd dcvclopment of professional compctqrcc in c\$thuou profcssioal dcvclopment through KKG implcmctcd in Gow4 Subjcd aet.d on teachcrs woring group (KKG) primry school in Gowtr totoling 35 tcachars. Tha araa ofcrpcnisc tist is thc subicct of lhc trial is thc profcs.sionol compctcnc in conlinuous profctssional Scanned by CamScanner 1 dcvclopment.

The subject of rqsarch done pulpositvly by considcng lhrt drr Eubjct i3 !o alcma ary

school researcher reduction background! who have been graduate of primary school teacher, The technique of collecting data in their research are ; a- Interview. The interviewing conducted in this study is noa structured interview. If, using the guide in the form of recording of the interviews to be recorded. b. Questionnaire.

Questionnaire is a technique of data collection is done by providing , set of written questions (to the respondent to respond to it. The type of questionnaire used are: (1) closed questionnaire is a questionnaire containing questions that are closed and answered by selecting one of the alternative answers to every question that has been provided. c. Documentation. Documentation is one of the methods of data collection by writing or analyzing the documents created by the subjects or others on the subject.

Documentation in this study is used to determine the performance of elementary school teachers in Gowa in 2016 in terms of professional competence. Descriptive and qualitative analysis used in the preliminary stage development, and implementation of the model, among others, to explain the concept of the evaluation results, the results of limited validity, validity of the training model. Descriptive analysis was also used to describe data analysis results such as frequency distribution table, chart, deviation standards, and other data or calculation results. Data in the form of comments and suggestions described qualitatively, while the accuracy, clarity and usefulness of the training model used descriptively.

Statistical analysis procedure, Steps of data analysis technique in qualitative research include: (1) Reduce data. Answers were obtained directly noted by 429 Scanned by CamScanner reducing the data that summarizes all the data and then collecting, sorting and taking the key findings that focus on the problems studied based on indicators developed in the guidelines for the interview. (2) coding or labeling (Display Data) is performed to provide an understanding of the phenomena that occur after this in the early.

The early researchers planning further action should be based on the meaning of the phenomenon- (3) Verification of data. Easy to draw conclusions that are temporary and can be changed if found strong evidence that support the data collection phase. If the data that has been raised or has been supported by evidence that is valid and consistent, it can be concluded. RESEARCH FINDINGS AND DISCUSSION

Results [findings]! The form of development requirement of Professional competence through continuing Professional development (PKB) required group work of teachers elementary school teachers in Gowa. The indicator examined as an indicator of Professional competence training needs through PKB as follows: indicators description of data of professional competence in PKB Research Data From the training needs of Professional

representative of those who will participate in the activities of PKB in collaboration with experts in the field. 9.

Includes various forms of activities, including some activities that might have not occurred previously in accordance with the conditions and needs of the moment. Implementation of PKB should be able to comply with the principles as follows: PKB should be focused on success based on learning outcomes of students. Therefore PKB should be an integral part of the daily task of the teacher. Each teacher is entitled to the opportunity to develop themselves at the end.

to be implemented on a regular basis, systematic and sustainable. To avoid the possibility of all caring due to unclear development opportunities, PKB program process should start from the school. School is required to provide chance to each teacher to follow the PKB program with the minimum number of hours per year in accordance with the Regulation of the Ministry of Education and Culture (Regulation No. 16 of 2016).

The District Education Office / City and the school has the duty to increase the allocation of time if deemed necessary. Coaring material for PKB activity should be focused on the development of students' critical thinking skills. The learning process, the latest educational technology and media, as well as using the best and data forms to improve the quality of learning.

PKB should encourage recognition of the teaching profession into a job dignified and meaningful for the community in the nation and at the same time supporting specific changes in practices and career development of teachers, more objective and transparent and accountable.

CONCLUSION Focus on development of professional competencies of professional through continuing professional development (PKB) requires working groups of teachers in the school to be an indicator of scientific publications research training at a very important category. This means that primary school teachers aware of the importance of the development of professional competencies must start from the teachers themselves.

Therefore, to achieve the purpose of PKB, development activities must actively involve each. As a result, there is a change in him, both the mastery of material, understanding the content, skills and others in accordance with the purpose of improving the quality of education services in the school.

Manajcmen Pelatih Dai @atitk Xabutuhsn Sarapai Evaluasi Program Pelatthan Sumbaya: Penerbit Insoi Cendel<ia. Krmil, Mustofa. 2010, Modcl Pcadiditsn Don Pclatihrn (KoarcP dlo Aplik8si)' Bandung: Alfabctr Mocnir. 2000. Mana|ancn Pehlaaan Publik Bina Atlam. Jatuts Moekijat. 1991. Kamus P.ndldikon dan Ittihat, BdndunS: Alurn rL Mulyono. 2009. Maaalcncn Ad,ninhtr!,i & Onantuai Pcndidi*nn, y ogyikuat Ar- Ruzz Media.

Nam Sudjrn& 2002. p anbi,'aar,t ato Peagcdboagan Kurilritaln di S.,tola,L Bandung: Suaia Baru Algarindo. Nswawi Ha.ta.l. Kepefiiryirinoa tons low*dda: G-adjn Univefihy Prr\$. 1993. Efeldif. Mada Ranu Pandoyo, Hcndrachman dan Suad Husnan. 1999. MoruJcm.n Penonalio. Yogyakarta!: BPFE. Sockidjo, Noroatmodjo. 1992. Pcngcmbangon Sumber Doya]ltar!,ria. JalEta: Rheka Ciplo, Stoncr, Jamcs, A, F dan Fl.cmrn. (1994), Monajancn (.disi Behss! hdon.sia).Edisi Kclima. Jsksrra: Prahallindo Sugiyono, 2m7. Maode P.nelitian 8&nir. Baodung: Alfabcta. Sudjana, Nana- 2cfD. Datn'-Datar Prosc! B.lajat M.r&Jar.Brndung: Sinar Baru Algcsindo. Suhnadinrt!, N.S. 2006. M?rode P.n.lirlan P.ndidikan. Bmdung: PT. Rodrkarye Terry. G.R. 1911.

Principlet ol Matmiemcnt, Illionis: Dow Joncs-kwin Inc. -----.2W0. Pi.tsil'Pi^tiq 434 Scanned by CamScanner Bory, Wchcr R. Dan McEdith D. cdl. 1983. Educatioorl R.s.srch An htsoduction. Ncw York Longrhan. Fattoh 2W. landotar ManaJ.mal Pcndidi*o4 Bondua*: pT. Rosda Korya 2W. landasan Morujcmen pendidikorL Bandung: R.nujo pasda Karya. Hippo B. Edwin. 1984. ??rc Parronrul Mqs&.m.N, Mc Graw Hill Book Company Hc6ey, P. & Bldtchard, K.H.

t98E. Matragcmetrt of oryadzational bchlviar (5th Ed.). Elglc\$ood qiffs, NJr Pr0ticc Hall. Mopjcmcn. lakana: h.mi Akiaro. Urdug-Undarg Republik Indonesir No 14 Tahun 2m5 l?nronP Guru doa Doscn Banduog: pcncrbit Citss UElbols. 435 Scanned by CamScanner

INTERNET SOURCES:
