ABSTRACT

TEACHER PROFESIONALISM DEVELOPMENT
IN PUBLIC PRIMARY SCHOOL (SDN) SUKATANI, KALIANDA
SUBDISTRICT, SOUTH LAMPUNG DISTRICT

By
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This study aimed to analyze and describe teacher professionalism development comprising the following competences: pedagogic, personal, social, and professional. This study used a descriptive qualitative research method with a case study design. Data were obtained from the informants: the principal, teacher council, school superintendent, student, parents, school guards and administrative staff. The data collection techniques used were interviews, observation and documentation.

Result of this study are showed that the development of teachers' Pedagogical competence demonstrated by: understanding the characteristics of students, identifying early ability students, designing learning educate, and help students actualize the potential and creativity, the evaluation and assessment of learning outcomes, Personal competence: value the opinions of students, non-discriminatory, and to resolve conflicts with prudence, Social competence: sympathetic, polite and friendly with colleagues, students, parents and the community, promoting a sense of kinship, Professional competence: lesson plans in accordance with the syllabus, study various learning resources, establish the source and the media in accordance with the subject matter, follow the training / training, in term of resource management, the principals optimally attempted to empower all sources that exist in the school to achieve the school goals, professional development: self-development through training activities / training and collective activities of teachers. The government is advised to take an active role to hold relevant trainings related to teacher profesionalism to improve the competences of teachers for their profesional development.

Keywords: teacher competences, professional development, professional teachers