# Challenges of Teaching Professionalism Development: A Case Study in Makassar, Indonesia

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## Abstrak

Mengidentifikasi tantangan bagi guru dalam mengembangkan profesionalisme mereka dalam mengajar untuk meningkatkan hasil belajar siswa. Keterbatasan fasilitas pendukung dan minimnya peran serta masyarakat dalam mendukung program pemerintah mempengaruhi kinerja guru dalam mengajar. Fokusnya ditujukan pada pengembangan profesionalisme mengajar dalam meningkatkan pengetahuan dan keterampilan guru SMP di Makassar dalam menghadapi kendala yang muncul di kelas. Penelitian ini menggunakan metode kualitatif melalui studi kasus untuk mengidentifikasi hambatan profesionalisme dalam mengajar. 36 sampel untuk kuesioner terbuka dan sembilan di antaranya dipilih secara purposive untuk diwawancarai. Data dianalisis dengan pengkodean berdasarkan tema yang terkait dengan kendala dalam pengelolaan pengajaran. Hasil penelitian menunjukkan empat kendala yang dialami oleh guru dalam mengembangkan profesionalisme mereka, yaitu kendala pada buku pelajaran dan lembar kerja siswa, penggunaan laboratorium sekolah, media berbasis TIK, dan siswa itu sendiri. Identifikasi ini dapat mendorong masyarakat dan orang tua untuk membiayai penyelenggaraan pendidikan dan pengembangan profesionalisme dalam mengajar serta meningkatkan kreatifitas guru untuk bekerja secara efektif.

**Kata kunci***: Profesionalisme pengajaran, Tantangan guru, Dukungan masyarakat dan orang tua*

## Abstract

Identifying challenges for teachers in developing their professionalism in teaching to improve students' learning outcomes. The limitation of facilities at school and the low participation of society in supporting the government programs influence teacher performance in teaching. The focus was addressed on the development of teaching professionalism in improving knowledge and skills of Junior High School teachers in Makassar based on the barriers in the class. This study employed qualitative methods through a case study to identify the barriers of professionalism in teaching. 36 samples for open-ended questionnaire and nine of them are selected purposively to be interviewed. The data was analyzed by coding based on themes related to constraints in teaching management. The results showed four obstacles experienced by teachers in developing their professionalism, namely constraints

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on textbooks and student worksheets, school laboratory usage, ICT-based media, and the students themselves. The identification could encourage the community and parents to finance the operational of education and the development of professionalism in teaching also to improve teacher creativity to work effectively.

**Keywords**: *Teaching Professionalism, Teachers Challenges, Community and parents support*

# Introduction

The government of Indonesia commits to the man powers' value through improving the quality of education and teachers. It is believed teachers are the key factor in enhancing teaching and learning quality (Harden & Crosby, 2000). Thus, a teacher professionalism is said important factor in carrying out of his or her duties. Based on the achievement of Indonesian student in the international and national events such as; TIMSS, PISA, or National examination (UN) indicates that student achievement still below the average. It is due to the fact that the benchmark for quality of education focused on the quality of student learning outcomes. Low performances in science among student can be seen in every districts in Indonesia especially in Makassar and South Sulawesi Province. Achievement of student learning outcomes in science subjects is influenced by many factors. Slameto (2010) classifies these factors as internal and external factors. Internal factors are related to physical, psychological, and fatigue factors, while, external factors are from family, school, and community. In addition, school related factors that affect student learning outcomes include teaching methods, curriculum, teacher-student relationships, student to students interaction, school discipline, teaching aids, school time, the standard of education, the state of school buildings, learning methods, and home works (Slameto, 2010).

According to Human Development East Asia and Pacific Region, HDEAPR (2010), the data of National Education human resources showed that out of 302 thousand pre-school teachers, only 11 percent qualified to teach based on administrative requirements. Similarly, the primary school (SD) teachers reach 16 percent of 1.16 million fulfill the standard, 60 percent of 864 thousand junior high school (SMP) teachers, and fortunately Senior High School (SMA) get 80 percent of 512 thousand teacher being qualified to teach (HDEAPR, 2010b). In this case, the standard and qualification of the data above includes academic background, pedagogical and subject-content knowledge, and teaching practices in the classroom as the core of teacher competences.

Furthermore, the improvement of Indonesian teacher education qualifications based on regulation is still lower than expected. The regulation requires that teachers must have a bachelor's degree or four-years diploma (UURI, 2005). Based on the population statistic 2010, 58.2 percent of teachers have bachelor or D-IV degree and just 34.4 percent out of 2.9 million have been certified (HDEAPR, 2010). Therefore, the question is whether the qualified in academic and certified as competent teachers are able to overcome the challenges of professionalism. This study aims to identify the barriers for teachers in developing and managing their professionalism in teaching. It was conducted at junior high school level in Makassar, Indonesia in 2012.

# Teacher Professionalism in Indonesia

In Indonesia, teacher professionalism related to the ability of teachers in conducting their role and function and how they behave at school and in society context. An Indonesian teacher is characterized by excellent in nationalism and fighting spirit, faith and devotion, the mastery of science and technology, work ethic and discipline, cooperation and learning in various disciplines, insight into the future, career certainty, and inner and outer well-being. By having these characteristics, The Law of Teachers and Lecturers No. 14 Year 2005 mandates teachers as professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students on early childhood education, formal education, primary education, and secondary education.

In carrying out professionalism duties, teacher profession as the work or activities carried out by someone and be a source of income for life oblige to meet certain quality standards or norms and require professional education. Teachers must be own live, control of knowledge, skills, and behaviors as a set of competence. They require having academic qualification of a bachelor or four-year diploma level of academic education to be possessed by the teachers in accordance with the type, level, and formal education units. Certification is also obligated as the process of granting certificates to teachers and teacher educators according to the Teachers Law. Educator certificate is evidence of formal recognition given to teachers and teachers as professionals by the state.

Research and Education Development of Indonesian Education Department relates the professionalism of teachers to the ability of teachers' knowledge, attitudes and skills in educating and teaching therein including the ability to understand students. The department suggests that to increase professionalism, teachers should engage in education, teaching and learning process and professional development. According to experts, professionalism is emphasizing the mastery of knowledge management capabilities and implementation strategies. Supriadi (1998) explains that to be professional, a teacher is required to have five things; (1) committed to students and their learning; (2) in depth mastering the subject that they teach and how to teach to students; (3) responsible to monitor student

learning outcomes through various means of evaluation; (4) able to think systematically about what he does and learn from experience; and (5) be a part of the learning community within the profession.

Referring to the Indonesia's Law of Teacher and Lecturers (2005) teacher profession is carried out for the people who have talents, interests, vocation, and idealism; committed to improve the quality of education, faith, piety, and noble character; academic qualifications and educational background; competences; responsibility for the professionalism and income based-performance; opportunity to develop in a sustainable manner of lifelong learning; guarantee of legal protection in carrying out the duties; and authorize professional organization to regulate the task of teacher.

Professionalism as a support in performing the duties is greatly influenced by the development and policy. Today, Indonesian teachers are challenged to adapt the revolution of technology information in improving their professionalism. The development of ICT will change the pattern of teacher-pupil relationship, models of learning, and the educational system as a whole. Technology should be applied in education to achieve the goal rather than as a barrier. The next, Indonesian policy has shifted from centralized to decentralized paradigm since 2003. It aims to increase the participation of the people in supporting the development and to train them in managing their own affairs. In the past, the society was marginalized because the government was more powerful in the development process. Thus, teachers should be able to improve the quality of self-reliance to overcome his current problems, both individually and collectively.

## Teachers Professional Qualities

The ultimate goal of teacher professional development is to improve student learning outcomes and to focus on the curriculum reform process. A teacher must have a strong competences on subject-matter, pedagogical skill, and understanding of school setting and learners for the effectiveness in teaching specific topics of natural and social sciences, (Shulman, 1986; Tinoca, 2004; Yendol -Hoppey & Dana, 2010). These competences could improve students' performance and contribute to strength the entire teachers in applying the curriculum.

Tinoca (2004) says that a program can only be considered successful and be documented as the expected impacts if it is ultimately improve student learning. Therefore, all professional development programs may include the evaluation component to see its impact on student learning outcomes (Yendol-Hoppey & Dana, 2010). In addition, teachers learning on pedagogy associated as day-to-day challenges in the classroom which is indeed to focus professional development initiatives (Ostermeier, Prenzel, & Money, 2010).

Based on this concept, professional development plays an important role in the success of education reform. Professional development should be appropriate the strategies to the needs of teachers assist in developing all necessary knowledge-based for teaching. Each strategy is a part of puzzle in fulfilling certain goals and contexts. Hence, effective professional development should be designed by using a combination of variety strategies to form a unique design (Loucks-Horsley, Love, Stiles, Mundry, & Hewson, 2003, 2010). The programs like formal education and training are not only enhancing knowledge and professionalism but also become a tool in achieving recognition or social status (Baharin Abu, 2000).

However, according to King and Newmann (2001), professional development should be reformed. Some critics asserted that the development of the profession have not recovered significantly in teaching yet because traditional approaches violate important principles in teaching. Then, King and Newmann (2001) explain that to be effective in improving the quality of teaching, we need to address three aspects of school capacity. Firstly, teachers own knowledge, skills, and position of individual teachers. Secondly, create a professional community among the staffs. Thirdly, keep the coherence of all programs at schools.

Although the consensus on effective professional development is recommended by the research and policy, the disparity between theory and practice is still visible. Loucks-Horsley et al. (2003, 2010) stated that there are five diversities of professional development for science and mathematics teachers. First, teachers have fewer opportunities to participate. Second, uncover the needs or goals of education reform. Third, ongoing support for educators is inadequate. Fourth, focus on how to change individual educators from organizations or schools. Fifth, provide innovation with minimum facilities to affect the classroom level and system.

The reform in education which is directly improving the performance of schools towards quality education is the impact of teacher professional development (King & Newmann, 2001; Raihani, 2007; Raihani & Sumintono, 2010). Although some studies indicate that teacher professional development is generally not exert influence on the quality of teaching, it is due to bureaucratic

regulation and unset a high priority on the quality of education (Nielsen, 2003; Thair & Treagust, 1999, 2003; Yogev, 1997). Therefore, the government should give more support to the professional development of teachers (Hendayana, Asep, & Imansyah, 2010; Raihani & Sumintono, 2010) through a holistic approach and broad-based sectoral approach (Thair & Treagust, 2003).

The purpose of teacher professional quality improvement focused on five core competencies namely; improving teaching proficiency, understanding the students, managing practice of teaching skills, comprehending the other branches of knowledge, knowing and appreciating the teaching profession (Committee on Science and Mathematics Teacher preparation, 2001). Thus, one teacher always claims professional in performing his duties because he/she thinks as is a factor plays an important role in teaching management.

Next is a brief description of the efficiency as a part of competency. Instructional materials are an important part of teachers' knowledge. While teaching is an effort to help the learning of student, a teacher is demanded to understand of what is to be taught as a key requirement in it (Ball & McDiarmid, 1990). Effective teacher is a teacher who always broad and deep understanding of subject content (Özgelen, 2012). Therefore, teachers acquire knowledge with an inquiry-based, as they want to teach in the classroom. Another key in teaching and educating is the understanding of the students. The teacher should recognize the growth and the development of students as human beings (Acero, Javier, & Castro, 2000). While the teachers hope to teach effectively, they must know the difference stages of maturity and ability to understand. The students' interest and experience can be used to motivate students' learning.

Teaching and learning can also be effective, when a teacher has knowledge of either subject matter or pedagogic skill. Therefore, the crucial part for the task of teaching is the expertise to execute teaching methods. Teachers' understanding of teaching methods include theory and practice of the curriculum, facts and principles of learning, style of learning and type of achievement, psychology motivation, and individual differences. This knowledge is the basis for the selection and organization of learning experiences. While the teachers are hoping help the student in understanding the real world, for example interconnection and interdependence of various fields of knowledge. They must be able to show the extent of linkage between the subject matter with other knowledge areas, especially for real-life problems.

Finally, the stage of teachers' success depends on how well their attitude towards work. Teaching involves various relationships between various individuals. Teachers really know how to work effectively either to the student or to other staff at school. Teachers always understand that their profession is social-oriented. They must be aware of the professional organization for themselves and also for general education.

## Methodology

This study employs a qualitative methodology with a case study approach. Data collection is performed using an open-ended questionnaires, interviews, and documentary analysis. The study took place in Makassar South Sulawesi Indonesia in 2012. The total of Junior Secondary Schools or SMP comprises 40 units with 112 science and language teachers as population (BPPD & BPS, 2010). This study applies non-probability sampling technique (Azizi Yahay, et al., 2006; Trochim, 2006), namely purposive sampling model (Azizi Yahaya, et al., 2006; Given, 2008; Merriam, 1998; Patton, 2002). To ensure the confidentiality of the identity of respondents, researchers using such coding GF/Q-01 for the questionnaire respondents and coding GF/I-01 for interview respondents. 'GF' is a teacher code, 'Q' is the questionnaire code, and 'I' is interview code, while 01, 02, and the next are the number of respondents belonging to the researcher.

The total of respondents who participated in open-ended questionnaire are 36 as sample with 29 of them are female and 7 male teachers. While, 9 respondents for interview are selected purposively, of which 7 female and 2 male.Generally, the respondents are in the range 40 to 50 years old, and they have teaching experience between 10 to 25 years. Based on the highest educational level, most respondents are undergraduate teachers and some of them have bachelor degrees. The respondents are focused on science teacher like physic and biology.

## Findings and Discussion

## Barrier of Teachers in Managing Teaching and Learning

Based on analysis of interviews, questionnaires, and documentation, researchers found that some of the themes that emerged based on barriers of respondents in teaching and learning, namely a barrier of textbooks and student worksheet, science laboratory, ICT-based Media, and the students themselves.

## Textbooks and student worksheet

Interview analysis found two themes emerged regarding barriers of textbooks and student worksheet namely the students are less aware the important of textbook in learning process so they do not keep it well which caused a damaged or lost. They thought bringing it to school is useless. GF/I-01 explained the circumstances of the student book and the source of books provision. According to GF/I-01;

> ...in fact, students have the book, but sometimes they do not bring it to school, or by reason of lost or forgotten. Though, books are purchased by using funds of School Operational Assistance or BOS.

GF/I-05 also share of views with GF/I-01 on the condition of students' books and source of books provision. GF/I-05 said;

> …about the resource of books/textbooks, actually the aid of books are mostly come from BOS funding, just a lazy student does not bring his/her book/textbook to school. Consequently, it can make the process of teaching and learning hampered.

GF/I-01 explains that the contents of book prepared by BOS funding is very limited, the enrichment of contents and exercises is needed. Therefore, GF/I-01 usually uses books from other sources. However, the provision is usually very difficult at all. Meanwhile, teachers are not given the opportunity to provide books for their students. It makes the teachers tend to use the conventional method in which teachers spend more time to talk and dictate. Consequently, students get to little activities except listening and writing. This condition has happened for a long time in Indonesia (Beeby, 1979; van den Berg, 1992; van den Berg & Lunetta, 1984). According to Thair & Treagust (1999), to what extent the teachers implement student-centered approach in teaching and learning while the education system is almost impossible to verify. The impact, quality of learning is still far from the expected (Wahyudi & Treagust, 2004).

## School Laboratory

Based on findings from interviewes, some related themes to the obstacles of school laboratory including obsolete laboratory equipment, damaged or lost. It is also used as a classroom or no laboratory at all, no lab staff, and do not know how to use equipments. GF/I-04 explained that the lab equipments and materials are getting less and less. This regard because there is no special staff as the controller, so that the laboratory equipment is decreasing. This is in line with the recognition of GF/I-04, GF/I-07 says:

> ... actually, the school already has the laboratory tools and materials but it can be said to be "more and less", there are more on some tools but others are less. Therefore, when our students divided into groups, the arrangements are usually made up if the equipments are not enough for all students. Then, teachers just do a demonstration. In addition, small groups of students combined other groups, so that all students can use or at least see their work procedures and how to make inferences.

While, GF/I-08 is explaining that the facilities of teaching at school is still lacking. We have laboratory but its equipments are never change since the school was established from 1995 until now. Many of them are damage or lost and no new equipment procurement. The same experience is shared by GF/I-05 about the availability of school laboratory equipments. GF/I-05 never even does experiment activities in it. GF/I-05 said;

> ... new lab is unfinished and its equipment at my school is not ready yet, while the old laboratory building used as a classroom. Automatically, there is no experiment activity. I was dreaming to do many practices in the laboratory. I predict, it will have finished next year, I hope so.

If GF/I-05 expresses his complaint about the unfinished lab building, GF/I-09 also questioned the circumstances in which the school does not have a science lab building. He commented;

> ... I do not have a science lab. Its tools and materials stored in the computer lab building. If physics practicum time coincides with computers schedule, practicum is not done. As the consequent, students are rarely to perform experiments activities.

GF/I-04 tell about laboratory conditions at school who has no special laboratory staff. GF/I-04 explained that the main obstacle they face is no laboratory staff. Staff absence caused GF/I-04 feel disappointed with the school situation now. He continued his interview as follows;

> Formerly, at my first school I had a laboratory assistant, so teachers and students were just booking tools so we used it directly. Right now, no laboratory assistant, so that its usage is limited. The lab's key is given in case of doing experimental activity. Tools and materials lab are getting less and less in the absence of a laboratory assistant as controller. Until now, laboratory equipments are decreasing.

Different obstacles on the lab are explained by GF/I-03. He admits that he could not use some lab equipments. GF/I-03 realizes that the basic knowledge and skills on how to use laboratory equipments are still low. Accordingly, GF/I-03 had not using equipment that is commonly used in teaching and learning process. He continued his interview as follows;

> ... If the experiment requires funding, the principal serves our request such as the provision of experimental materials, paper, and so on. But when we propose the next experiment for different class, it is no longer ignored. While number of classes must have experiment. Therefore, the students have to collect money of Rp. 500, - per person or according to student ability.

> Other constraint of the science laboratory is expressed by GF/I-06. He revealed that the barrier come from untidy teaching aids at school. Laboratory equipment is quite complete and sufficient. However, the tools required are sometimes not ready in the laboratory. According GF/I-06, as the solution, I usually prepare my own equipments / teaching aids for teaching and learning. Therefore, professional development for science teachers on management and utilization of laboratory is crucial. This is due to more effective because of practical activities throughout the traditional didactic approach and discussion (Sumintono, Mohd Ali Ibrahim, & Fatin Aliah Phang, 2010; Thair & Treagust, 1997, 1999; Wahyudi & Treagust, 2003).

## Information and Communication Technology

Based on the interviews analysis, researchers found that some respondents obstacles in learning and teaching, particularly in using ICT as media. Technology for teaching usually has limited number, sophisticated operating, electrical power needs, and through the principal permission. According GF/I-03 that the LCD projectors are only two at school and commonly used by other teachers like the Indonesian language or math teacher, so sometimes the procurement and usage are limited, and the ones dominate as if it is already belongs to them. He continued his interview as follows:

> ...I promise that if certification incentive has been received, I plan to buy and own LCD projector. Currently, I am lucky if I can use the LCD projector once a week.

> It is in line with GF/I-04 whose school only has one LCD projector. GF/I-07 also experienced that the barriers on facilities and infrastructures of teaching materials at school caused thelimited chance in using LCD projector. When a colleague wants to use the projector, he had to share it.

> GF/I-05 also convey the restrictions of media at school. It is acknowledged that the unsupported facilities and the operational system of ICT become a challenge. Talking about about electrical means at school, GF/I-04 revealed that the source of electric tension in the classroom almost completely out of work. GF/I-04 tell;

> ...Only one or two classrooms next to the office owned the electric current. As a result, if the activity or class requires a voltage source (ICT subject, or electrical experiments), teacher had to pull the power cord to other class.

> If GF/I-04 complains about electrical means in the classroom, GF/I-07 also revealed that the teacher must provide cable to the classroom. According GF/I-07, school actually already provide it but still limits. GF/I-07 and GF/I-04 then explain that LCD projectors can be used when obtaining approval from the principal. LCD projectors are used when the school communities have an impromptu meeting and presentation needs. LCD projectors are stored neatly in the computer laboratory. That is why, teacher professionalism for ICT-based media is very important because of the need of collaborative work model and the effort to improve students' achievement (Sumintono, 2010).

## Students Attitude

Based on the analysis of interviews, researchers found that some themes of barriers originate from the students. The themes related to the number of students in the classroom, students' personality, background, and their ability to learn. GF/I-02 explained that there are too many students in one

classroom, but according to him, it is quite different now where the number of students is reduced. GF/I-02 explains about students' personality or character that it is different in each school. The case is also expressed by GF/I-01 that;

> ...Students' attitudes are different. They tend to have negative attitudes in the class but it needs different way to handle it.

GF/I-04 also revealed her experiences on how to deal with students at school. She says:

> ... to overcome my students' problem, I have to know their character individually, so that I can understand their willingness. If I meet naughty students, I have to praise to make them feel cared for.

Refers to students' achievement, GF/I-03 admits and recognizes that their achievement is categorized low. This is because my school is not the target for high-performing students. However, GF/I-03 believes that by working hard the students can improve their performance. Meanwhile, GF/I-05 is talking about the minimum achievement criteria (KKM) which is only around 65 but still many students under that score. He adds that it is caused by the low motivation to learn.

If GF/I-03 revealed students' low performance factors, GF/I-08 explains that students' achievement at his school is in the middle category. GF/I-08 said:

> ... all students are derived from the island areas, so their quality is in the middle to lower level. As the result, I'm very difficult to apply higher materials level.

In line with GF/I-03, GF/I-05, and GF/I-08, GF/I-09 find the students are still lack of fundamental skills, especially on the basis of mathematical knowledge, so GF/I-09 quite overwhelmed in applying physic formulas. Another obstacle comes from the background of the students. GF/I-02 explains that the background is not a problem among the students even though they are vary on it. For example according to GF/I-02:

> ... if a student is indifferent in the discussion, the students are given a challenging question or pointed out as a spokesman for the group. Another example if one of the group members is naughty or noisy, the group put near the teacher.

## The Support of Community and Parents

Based on the analysis of survey, the majority of respondents agreed that the community and parents support the development of teachers professionalism. In addition, there are a few of respondents deny that the public and parents support the improvement their professionalism. GF/Q-24 stressed that public and parents need to support their professionalism. GF/Q-24 said:

> ...The support of parents and community are indispensable in teachers professionalism because it affects learning outcomes specifically and the quality of education generally. Professional teachers are expected to provide a direct positive impact on students, parent, and the community.

GF/Q-34, GF/Q-35, and GF/Q-06 also support the view of GF/Q-24. According to GF/Q-34, a teacher must have good cooperation with parents to be successful. GF/Q-35 adds that parents are very supportive in order to get a quality education for their children. GF/Q-06 adds that parents are happy when their children get good service inside or outside of the classroom.

The evidences from the public and parents to teacher professionalism development support are explained by GF/Q-14, GF/Q-16, and GF/Q-10. They say that school committee as the representative of public and parents of student support professionalism development by giving transportation cost for teachers who join education and training program, and even endow notebook (laptop). Therefore, the respondents' view on public and parents prove that they are basically support teacher professionalism development programs because they want their children get quality education and good services at school.

On the contrary, the analysis of questionnaires is obtained some views of respondents that teacher professionalism does not get support from the public and parents of students. For example, GF/Q-11 said that people outside the school environment do not know that professional development is done by the teacher. Even GF/Q-04 and GF/Q-01 firmly stated that just about 10 per cent of parents want to sacrifice while the teachers have worked hard for all. So, fully support is not true.

Consistent with the view GF/Q-11, GF/Q-04, and GF/Q-01 above, GF/Q-02 explained that teachers have great willingness to improve themselves for their students' success, but many parents do not support and monitor their children learning at home. Even more ironic, according GF/Q-32 and GF/Q-07, when their children are given project assignments to hone their skills, parents sometimes say "

why so ? " This is because most of parents do not understand the aims of the project as a space to train the students' skills.

Another thing is the policy of free education by the local government. GF/Q-04 said;

... because now is the era of free education, everybody should spend their own money if she/he wants to do an activity.

GF/Q-28 also support the view GF/Q-04. He said that the lack of parental support is caused by the existence of free education program. In addition, GF/Q-26 says that government prohibits the school districts to collect the cost from parents. However, GF/Q-26 explained that nowadays we are only waiting for help of government, so it makes the development of education slower. While in the Law 20/2003 on Indonesia national education system has been mentioned that:

"Education is a consciously planned effort to create a learning environment and learning process so that learners can be actively developing their potential for a religious and spiritual strength, self-control, personality, intelligence, character, and skill needed by community, nation, and state".

Based on the Law Act above, it should be recognized which part of education process can be performed without using cost or free. Series of teaching includes a series of activities that require funding starting from school enrolment, teaching and learning activities at schools, school uniforms, textbooks, package of school facilities such as the availability of laboratory (social science, chemistry, biology, physic, mathematic, ICT, language), equipment and facilities of sports, the operational costs of teaching and learning in the classroom ( eraser, whiteboard marker, note books, and others ), the implementation of school examinations, national test (UN), students' achievement report, certificates, and other

Therefore, the facts are clear that the government may not be able to fund the entire set of the educational process at school. However, it needs a clarity to any part of the series that can be intervened positively according to state capabilities. How many percent of the government's ability to earn the activities? From this point of view, it is clear that the government has limited capability in funding education.

Regarding the implementation of education principles, the Indonesia's Law of National Education System No. 20/2003 mandates that "education program is to empower the society through their role in maintaining and controlling the quality of educational services" (Article 4, paragraph 6). This sentence implied that the country provides opportunities for all society (outside government) to participate in nation building through the construction and development of education. In addition, private institutions who want to get involved in education field is charged to fund all teaching and learning series.

Thus, it requires intervention from the government. Government has a duty to finance a half of the cost that may not be funded by the state or private schools and their parents. The government obligations mentioned in the Law No. 20/2003, Article 11 paragraph 1 that "local and central government are compulsory to provide services and facilities as well as to ensure the quality of education for every citizen without discrimination".

From the description above, the idea of free education should be studied carefully due to reduce of parents support caused by the program. In addition, the government forbid the school to collect the cost from parents. Currently, the education development becomes slowdown because teachers just waiting for the help of government. Therefore, it needs a critical understanding on education funding so that the central and the province government are able to manage the education effectively. All parties should be aware that the government has a limitation in funding the education. We all need to think realistic, clear, and wise in facing various educational issues globally.

## Conclusion

The study found four obstacles factors in developing teacher professionalism. They comprise textbooks and student work sheet, science lab, ICT-based teaching aids, and from the students themselves. The data analysis expressed that the barriers on textbooks or work sheet related to students' habit to forget their textbook or work sheet, damaged or lost it, and its contents need to be developed and enriched. While, the next barriers derived from science laboratory such as its old equipments, damaged or lost, and the lab used as classrooms permanently, no lab assistant, and teachers do not familiar in using some laboratory equipments. The other respondents constraints in teaching and learning particularly regarding the using of ICT-based teaching aids such as the limited numbers, lack of skill in operating the tools, less power cord lines, and school bureaucratic problem in term of principal's

permission. The last obstacles originate from the large number of students in the classroom, students' personality, learning capability, and social background.

A few respondents disagree that the community and parents support the professionalism of teachers. They argued that free education program encourage students parents to reduce their involvement in supporting the school finance. In addition, government regulation prohibiting the school district to collect the cost from parents. However, education development process getting slow because the teacher currently just depend on the government's aids. Nevertheless, it needs a critical discussion or research to understand the financial strategy, human resources management particularly teachers at local and national level. It can be a feedback for the government, teachers, parents and community in managing effective education.

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