

## **Teacher Behavior in Obligation of Continuing Profession Development**

Saepuloh<sup>1</sup>, Agus Sholahuddin<sup>2</sup>, Kridawati Sadhana<sup>2</sup>

<sup>1</sup>Doctoral Program in Social Science, University of Merdeka Malang, Indonesia

<sup>2</sup>University of Merdeka Malang, Indonesia

*Corresponding Author: Tommy Hariyanto*

---

**Abstract:**The Sustainable Capacity Development Program is an effort by the government to improve teacher quality and professionalism. For some teachers that CLA is only for promotion and promotion requirements so that once the goal is Reached the teacher has not developed his profession. This study aims to explain the Behavior of Teachers in the policy of Sustainable Food Development program, and problems that Arise in Arjasari teachers in SMPN 2 Bandung West Java regency. In this research there are three problem formulation items, namely, First, How is the teacher's attitude about the obligation of continuous professional development in SMPN 2 Bandung regency Arjasari? Second, How does the teacher give meaning to the obligation of continuous professional development (PKB) for teachers of SMPN 2 Arjasari Bandung Regency? Third, What are the factors behind the behavior of teachers SMPN 2 Bandung regency Arjasari about the obligation of professional sustainable development (PKB)?. This research is a descriptive qualitative research with phenomenology research strategy. The subjects of this research are two teachers of SMPN 2 Arjasari, the informants of this research are the principal of SMPN 2 Arjasari, and the deputy head of curriculum field. Data collection techniques in this study are observation, interviews, and documentation. Data analysis techniques with the use of coding techniques stages of open coding, axial coding, and selective coding, PKB is the development of teacher competencies that are Carried out in accordance with the needs, gradual and continuous to improve the professionalism of teachers. CBA consists of three kinds of activities (1) self-development, (2) scientific publications, and (3) innovative works. In reality PKB has been implemented a Arjasari in SMPN 2 Bandung, but there are still some obstacles that must be Overcome by some teachers. PKB Several policy is allegedly facing problems, so that in the implementation of the behavior of teachers there are pros, cons, and apathy of the CLA program, and in giving meaning there are positive and negative to the program PKB. First, the burden of teaching teachers 24 hours per week is very heavy. Secondly, teachers are not prepared in Earnest to Become Researchers. Third, the management of teacher performance appraisal system is less fair. The alternative solution is to revise Regulation no. 74 of 2008 the which regulates the workload of teachers to a minimum of 18 hours, a maximum of 24 hours, so that is equivalent to the burden of lecturers. Another thing that is, encouraging teacher training research on an ongoing basis by involving LPMP and experts from the high hunting. In the implementation of teacher age, as well as the lack of knowledge of teachers to be internal factors in the CBA, and the lack of socialization of CLA as a whole from the government Becomes an obstacle of external factors PKB program.

**Keywords:** Master, Professions, Sustainable.

---

Date of Submission: 08-12-2018

Date of acceptance: 24-12-2018

---

### **I. INTRODUCTION**

In an effort to improve the quality of national education, government, especially through the Ministry of Education and Culture, continually seeks to various changes and reforms in the national education system. One of the efforts that already exist and are being done that is related to the factor of the teacher, because the teacher is very strategic role in improving the quality of education. So therefore, the professional development of teachers becomes a necessity. The teacher is a position or profession that requires special expertise. For those who know how to speak in certain fields, can not be called as a teacher. To be a teacher is required special conditions,

Self development is an effort made by a teacher in order to improve professionalism. Thus he will have competence in accordance with the legislation. He is expected to eventually be able to perform basic tasks and obligations in teaching / coaching, including also in carrying out the additional tasks that are relevant to the function of school / madrasah. Implementation of continuous professional development must be accompanied by teachers mnunjang behavior. The behavior of teachers in continuing professional development, teacher

diharapkan make continuous professional development as a need to improve the competence of teachers, which is reflected in the action, activity, response, reaction, and the process of continuous professional development teachers. The behavior of teachers in continuing professional development (PKB) in Bandung, becoming a very important theme studied. Because of the behavior of the teacher be one factor in the achievement of sustainable professional development as an effort to improve the competence of teachers in Bandung regency.

This study aimed to describe and analyze the behavior of the teachers on the obligations of continuous professional development (PKB) in SMPN 2 Bandung District Arjasari; describe and menganalisis meaning keprofesian sustainable development obligations (PKB) SMPN 2 Bandung District Arjasari and describe and analyze the factors underlying the behavior of SMPN 2 Bandung regency Arjasari to the obligations of continuous professional development (PKB).

## **II. LITERATURE REVIEW**

### **Teacher Behavior and Role in Education**

Purwanto (1994: 126) that the teacher is the person who never gives a knowledge or skill to a person or group of people. And according to the Tafsir (1992: 74-75), teachers are people who are responsible for the development of the students to pursue the development of the full potential of students, both the potential of affective, cognitive and psychomotor. Meanwhile, according Nawawi (1982: 123) definition of teachers can be seen from two sides. narrowly first teacher is the person who is obliged to realize the program of the class, the person who works to teach and give lessons in the classroom. Meanwhile, in the broad sense of teachers are working in the field of education and teaching take responsibility in assisting children in reaching their maturity.

### **Teachers in the Development of Sustainable Profession**

Continuous professional development activities (PKB) was developed on the basis of teacher performance profile as the embodiment of teacher performance appraisal results are supported by the results of self-evaluation. For the teachers performance assessment results still were below the standard of competence in other words low-performing required to attend continuing professional development program (PKB) were oriented to achieve these standards. Meanwhile, for teachers who have reached the standard of competence, PKB its activities directed at increasing professionalism in order to meet the demands of the future in the execution of its duties and responsibilities in accordance with the needs of the school.

### **Theory of Social Behavior**

Human behavior is a function of the interaction between the individual and his environment (Riva, 2009: 520). Because in essence individual has a unique distinguishing each one with the other. This is called an individual human being. Human behavior is not just a legacy of his family but also a product of society. This means that individual behavior is also influenced by the things around them, either inherent or existing outside him. In connection with this social behavior Skinner argued that the behavior of individuals that took place in connection with the environmental factors that produce effects, or changes in environmental factors cause changes in behavior (Ritzer, 2011: 82), so in theory there is a functional relationship between behavior with changes in the environment actors in the act or job.

### **Social Interaction Theory**

Society is a system consisting of components, both individuals and groups relate to each other. In the community itself often there is a dependency between individuals or between groups. The dependence of the actions are actions of individuals or groups who will be responded by individuals or other groups. Relationships between individuals and groups are often referred to as interaction. Social interaction is a relationship between the human nature of the relationship is dynamic, a good relationship between the individual and other individuals; individual and group or groups and groups (Setiadi and Kolip, 2013: 64).

### **Theory of Social Action**

The theory of action of weber attempt to interpret and understand the social relationships between social action and explain the casual relationship between the various factors of the social action. Weber's social action is real action can be directed to others. Also may be an act that is "thought" or subjectively that may occur due to the positive influence of a particular situation (Ritzer, 2011: 38).

In studying the social action Weber advocated through the interpretation and understanding of the actions of the actor. How to understand the actors Weber suggested actions in two ways: 1) through sincerity in understanding the actions of the actor, and 2) to try to remember and explore the experience of the actor. Therefore, researchers should put themselves in the position of the actor as well as trying to understand something of goods as understood by the actor.

In addition, to understand the social action needed proof that include subjective meaning of the perpetrators, and it according to an ability to capture the whole complexity of meaning that actors used to formulate reasons for acting the way he did. This understanding can not be done without knowing the symbols, especially the language used to describe the perpetrator behavior. Understanding the action is viewed as a typical act of moving toward a causal generalization because it signifies their hl definite pattern of action (Campbell, 1994: 204).

### **The concept of Phenomenology**

Kuswarno (2009: 2) states that the Phenomenology of seeking an understanding of how humans construct meaning and important concepts within the framework of intersubektivitas (our understanding of the world shaped by our relationships with others). Phenomenological approach emphasizes rationalism and cultural realities. This is in line with ethnographic research that focuses on the views of local residents. Reality is seen as more important and dominant than theories. Phenomenology attempts to understand culture through cultural view of the owner or the culprit. According to the understanding of phenomenology, the science of values is not free, free of any value, but the values bound, has a relationship with the value.

## **III. RESEARCH METHOD**

### **Research Approach**

The approach used in this study is the concept of criticism, in the sense of the researcher is not easy to take for granted the resources acquired, but that should be done is to filter out critical in order to obtain an acceptable fact.

Basically criticism to be used if there are research findings that lack factual data sources that require authentication, possibly also including the techniques used as proof of authenticity. In this study using an external criticism and internal, external criticism is criticism of low, medium internal criticism is criticism of high level (Ary, 2002: 450)

### **Research Focus**

Based on the description of the background of the problem and formulation of the problem that has been stated above, the focus of research in this dissertation is as follows:

1. Profession teacher behavior in Sustainable Development (PKB) in SMPN 2 Arjasari Bandung District, which includes:
  - a. Self-development
  - b. Scientific Publications
  - c. Innovative Work
2. Meaning that the teacher in terms of self-development, scientific publications, and innovative work.
3. Factors underlying action Arjasari SMPN 2 Bandung District in terms of self-development, scientific publications, and innovative work, both internally and externally.

### **Data Analysis Techniques**

Data analysis techniques in this study using methods such as those developed by Strauss and Corbin (1990) in Basic of Qualitative Research, Grounded Theory Procedures and technique, that procedure coding, which consists of three phases: open coding, axial coding, and selective coding. The development of the theory of using this approach is entirely based on the data in the field in perspective EMIC, so found a theory which is based on the interpretation or understanding of the first level by EMIC perspective doer is the subject of research itself.

## **IV. DISCUSSION**

### **Teacher Behavior Obligations Profession Sustainable Development Program at SMPN 2 Bandung Arjasari**

#### **Teacher Behavior and Environmental Factors**

Competent teachers will be able to create an effective learning environment and manage the learning process, so that a more optimal student learning outcomes. According to Law No. 2 of 1989 (Sedarmayanti, 2009: 37). Article 1 of the National Education System states that the educational resources (school) is a supporter and supporting the implementation of education embodied as personnel, funds, facilities, and infrastructure available or held and utilized by families, communities, learners and governments. Resources are not necessarily available, even the very limited circumstances. Therefore we need an agreement various parties related to the fulfillment of the procurement and utilization of the limited resources in the framework of educational mission success.

Facilities and infrastructure inadequate lessons are still found in some classrooms, there are several benches and tables of student learning is not feasible, thus disturbing the concentration of children in following the teaching and learning process. The existence of the LCD can not be used optimally because they still lack teachers can computers. Similarly, the existence of a map of the world only as a display in front of the class, globe or globe left to rust never touched, textbooks diperpustakaan stored neatly in a cupboard just never been used. The lack of interest in reading the teacher so the lack of visits to the library, but the books have a lot of supporting the teacher's performance. Lack of desire to improve themselves and broaden resulting in a lack of commitment of teachers and poor performance of teachers so that difficult learning outcomes achieved optimally. Limited funds from schools and a lack of opportunity to participate in education and training organized by the government of contributing to affect the performance of teachers.

From observations and conversations with several principals showed the teacher's performance is not optimal, which can be seen from several indicators, among others: the presence at school and in the classroom are often late, often precedes leave the class of the expiration of the lessons, less sensitive to changes and updates in the field education, and rarely makes learning device. Thus the role of good academic supervision by school supervisors and principals to improve teachers' work commitment in managing the process of learning to be more creative, to optimize the use of educational media is expected to improve the performance of teachers.

### **Teacher Profession motivation towards Sustainable Development Program and Its Impact on Teaching and Learning Activities**

The motivation of teachers to the CBA program of self-improvement efforts of teachers to achieve the standard of competence, but other things can not be denied that the motivation of teachers based on their promotion efforts through the certification of teachers, it is only possible if the teacher development program. However, the results of research conducted at SMPN 2 Arjasari, that there is no significant difference between the performance of teachers who have been certified by teachers who have not been certified. Of the four competencies (pedagogical, personality, social, and professional), teachers who are certified to perform normal with other teachers, meaning that only a certification program teacher welfare program without any apparent change in the direction of a better education.

High performance of the four competencies of teachers is supported by contributions from the social side of the personality and has been certified teacher pedagogical abilities and professional skills as a teacher is no different with teachers who have not been certified. That is the way teachers teach and the preparation of the implementation of the teaching and learning process (PBM) belum significantly different. Weakness certified teachers who have seen of components that are not controlled by, among other things: knowledge about the characteristics of learners, mastering learning theory and principles of educational learning, curriculum development, instructional activities to educate, and the development potential of learners. Performance of the professional teachers, teachers who have been certified and uncertified showed no difference in performance. So improving the quality of education is not only determined by the teacher, but the quality of the teacher becomes the dominant factor affecting the increase in quality of education. Supposedly certification is not as an end but as a means of improving quality. Furthermore, the government should not make the certification as part of the instant project, but should focus on improving the quality of education.

### **Implementation of Sustainable Development Program Profession**

Based on the research that has been done can be said that, continuing professional development program has been carried out by a teacher at SMPN 2 Arjasari Bandung, but in practice still raises the pros and cons, and barriers experienced by teachers. Programs that include training, seminars, scientific publications, invention props, as well as other components of PKB is support for the continuation of self-development and career teacher in the future. However, the evaluation of the government of the need to control program execution after the activity.

Implementing PKB in SMPN 2 Arjasari Bandung which includes the three components very significant impact on the development of teachers follow relation to the competence of teachers, especially about the skills and the development of others, some teachers have started practicing and making props for the models of learning in school and began to innovate with exciting learning, so students can get involved and can express her abilities.

### **Behavior Support Teacher of the Sustainable Development Program Profession**

Attitudes and behavior of teachers that support is reflected in the enthusiasm of teachers and sincerity in following the activities because teachers are in desperate need of the program, let alone who do not meet high standards of competence and motivation for development. In addition to getting certified teachers and improve teacher career. Given the demands of the Government Regulation (PP) No. 74 Year 2008 on Teachers, who explained that teachers are required to have academic qualifications, competence, Educator Certificate,

physically and mentally healthy, and have the ability to achieve national education goals. Teacher Competence includes pedagogical competence, personal competence, social competence, and professional competence acquired through professional education.

In the personal competence, one of which involves about developing self independent and sustainable. Teacher professional development is extremely important, as indicated by what is disclosed by Saud that to improve the quality of education at this time, the professionalization of teachers (educators) is a must, especially when we see the objective conditions at this time related to matters that are encountered in implement education, namely: (1) the development of science and technology, (2) global competition for graduate education, (3) decentralization, and (4) the implementation of the education unit level curriculum SBC (Saud, Udin Saefudin, 2009: 12).

In terms of thishead school advised all teachers to do self-evaluation as an input for the preparation of CLA program in schools, but not given the format of a self-evaluation in accordance with the guidelines for the CBA program. Effortschools to improve the competence of the teachers in the past year was to include training for classroom teachers if there are invitations training of provincial and city governments, this means that schools do not have a program to improve the quality of teachers and education personnel, but there are also schools that conduct a workshop or IHT drafting learning device. The results of the work of schools by the school principal and classroom teacher at SMPN 2 Arjasari Bandung is drafting a learning tool by individual classroom teachers to complete the document two educational unit level curriculum (SBC) and by grade teacher at SMPN 2 Arjasari Bandung who said that the efforts of the school was not too visible results. Training school just waiting for an invitation from the provincial education department or the city.

#### **Teachers Reject behavior towards Sustainable Development Program Profession**

In addition to supporting the CLA program, some attitudes and behavior of teachers refuse, reject the behavior manifested in attitudes that do not respect the teachers responding to their CBA program. Lack of time is one reason for not participating in the CBA, teachers are already burdened with solid teaching hours, a minimum of 24 hours of teaching a week. Teacher's teaching load is quite heavy is a problem, so some teachers do not agree on the holding of Sustainable Profession Development Program. According to the PP 74 of 2008 concerning teacher workload states that a minimum of 24 hours per week and a maximum of 40 hours. This obligation is obviously very burdensome for teachers only focus on efforts to comply with the teaching hours. It is not uncommon for horizontal conflict as seizure hours Teaching, inevitably trigger conditions less conducive preconditions. As a result, the teacher is not enough time and attention to implement Sustainable Development Profession CBA.

#### **Apathy Behavior Profession Teacher of the Sustainable Development Program**

Apathetic behavior is often perceived as something negative, but the apathy felt no need to continue to survive. Every behavior by individuals is essentially a response and a reply to a problem. It is the behavior of apathy that is the behavior of teachers indifferent and feel no interest in the program PKB, where teachers do not have the attention or a special interest in aspects of the components of the CBA, this attitude is related to the work culture of teachers is minimal, because of age grow older and lack of passion for self development.

The cause of apathy that comes from within, such as the loss of values of awareness about the importance of continuing professional development programs, loss of awareness, loss of respect, and views on the usefulness of a program for personal. Culture is basically a teacher work values into the habit of a teacher who determines the quality of work. This problem can be interpreted as a teacher working cultural barriers that do not support teacher career improvement. Since most teachers already feel there is no hope for a career. Teachers already feel comfortable with the habits and patterns of teaching students who applied for this. Even from the beginning until now patterns and habits are not the reversal to further improve the quality of education in schools.

Apathy is motivated by the lack of interest and confidence in the program. In this case instead of teachers agreed or not agreed to the program of this Agreement, but the teacher just choose not to participate and focus of teaching, educating, guiding, directing and / or the at least 24-hour train-face. Another thing that makes the teachers are not interested in the lack of impact of significant differences between the circumstances of teachers who have completed or not, like what is in the development of the CLA component. On the other hand the teacher's knowledge of some of the components of PKB is also minimal, such as writing, finding props, and so forth.

## **Teachers assign meaning of Liability Sustainable Development for Teachers Profession Arjasari SMPN 2 Bandung**

### **Teachers interpret Profession Positive towards Sustainable Development Program**

CLA has a clear direction and purpose. Not only to meet the desires of teachers in order to improve career and competence development in accordance with the needs and development of the times, but also can help learners to understand and explore science and technology based on knowledge and experience, strategies and new methods that are owned by the teacher. Thus, an increase in the quality of education in madrasa schools in order to improve the quality of education. Through the CBA program can motivate teachers to remain committed to carrying out its duties and functions as professionals. Therefore, teachers become respectful and proud to bear his profession, and to lift the image, dignity of the profession keguruannya.

CLA program options that will be followed depends on the results of PK Master. Type PKB program implemented and developed, eventually lead to the improvement of teachers' careers. Therefore, teachers must be able to understand and carry out the chance (opportunity) is objectively and realistically to meuju degree of professional teachers. It takes sacrifice to it, given the professional development on an ongoing basis is a thing that is not negotiable, mandatory and become a necessity in the teaching profession. Thus skilled professional teacher will arouse interest of students to science and technology, and has a formidable integrity to be able to be competitive today and in the future. Therefore, to be born generations a reliable successor to the nation.

### **Teachers interpret negative towards Sustainable Development Program Profession**

On the other hand the teacher's views regarding the Sustainable Development Program Profession only a routine program of the government, so that teachers are not really to be prepared to be educators who are reliable in all respects. It is based on the teacher's task is very dense and complex in the classroom, at least 24 hours each week, and a maximum of 40 hours, not to mention other responsibilities beyond. Not all participants to learning outcomes either apply the knowledge, attitudes, and skills acquired through on the job training. Based on the explanation of training programs PKB KS / M has not succeeded or failed, because not all trainees apply the knowledge, attitudes, and skills during training on the job.

## **The factors underlying the behavior of Teachers SMPN 2 Bandung Arjasari towards Sustainable Development Program Profession**

In doing so there are several factors that inhibit to run continuous professional development programs, both internal factors and external teachers, are:

### 1. Internal

Internal factors constitute factor that comes from inside a person in this case is a teacher at SMPN 2 Arjasari Bandung regency, almost as covering interest to implement CBA.

#### a. The age factor of teachers

The age factor is very influential in the behavior of teachers to implement the program of the CBA, the lack of interest of teachers in implementing PKB one caused due to aging. This is reasonable because the increasing age of a person physical and mind someone getting weaker, causing a person to be lazy.

#### b. The lack of knowledge of teachers

Knowledge in this case are the three components of sustainable professional development program, as well as scientific publications and innovative work. The lack of the ability of teachers to operate the computer and writing an obstacle to implementing the CLA program. There should be a serious debriefing before the CBA program implemented, so that in practice the teachers to follow the three components of PKB.

#### c. The limited time teachers

Most teachers have other preoccupations, so time is limited cause not the focus of teachers in the program PKB

#### d. Lack of motivation of teachers to improve career

This is because some teachers do not carry out the profession by vocation so that motivation is low to evolve in career advancement.

e. do not understand the importance of PTK, lack an understanding of the techniques of writing, less mastered the material / knowledge of writing scientific papers, and a lack of commitment and willingness of teachers to follow the activities of CLA.

### 2. External factors

External factors are factors that come from outside, external issues that hinder teachers in professional development activities are:

a. The lack of mastery of science and technology. Along with the advancement of technology has an effect on all aspects of life in the fields of economics, politics, culture, art and even in the world of education. Teachers as the main actors in the education process needs to continuously develop the profession in order to improve the quality of education services and teacher performance. Lack of mastery of science and technology by teachers is very influential in the world of education, especially in the process of knowledge transfer as well

as the effect on teachers' professional development that is sustainable and Mr Iwan Ridwan one of them. Due to the lack of mastery of science and technology, Mr Iwan Ridwan create difficulties in carrying out CBA elements namely scientific publications and works of innovation. Due to the lack of mastery of science and technology in conducting scientific publications and works of innovation in learning becomes constrained and the impact on the interests of teachers. Learning is a process of transfer of knowledge by the teacher to the learner. In learning is inseparable from learning media. Another with the first teacher, the teacher is now in the process of learning need to use media such as computers, LCD and others, and teachers are required to master. Efforts to overcome the obstacles and barriers in implementing the Agreement for the Development of Sustainable Profession can be done individually ie through the initiative of teachers to develop themselves, to develop competence keilmuannya, reflection and classroom action research, reading scientific journals, expand networks,

- b. Information sudden self-development and writing scientific papers are invited on the clock effectively, information and invitations late, often the event to coincide with school activities, and the schedule is not in accordance with local kaldik,
- c. Limited time, there is no socialization / training / mentoring preparation of PTK from the government.
- d. Lack of socialization / training / workshops on self-development, scientific publications, and innovative work that is organized and financed by the government and can be followed by all teachers
- e. The lack of readiness and commitment of teachers in participating in ongoing professional development.
- f. Lack of leadership role (in this case the principal). Principal has an important role in the success of the objectives that must be achieved to improve the quality of education services, one of which is how to improve the competence of teachers to achieve their standards so that it can carry out tasks according to their function. The school principal coordinator of CLA in SMP Negeri 2 Bandung Arjasari suport need to give encouragement and motivation for teachers to implement the CBA through the activities of CLA and provide a letter of assignment as well as budget funds to support in conducting CBA.
- g. Lack of socialization PKB from the Department, this was due to lack of information and communication at the Department of the school, especially schools located in remote areas lack access to information. District and Provincial Office is still fixated on the schools located in the city center, or strategic
- h. The lack of funding for innovative work
- i. Lack of training of scientific papers
- j. Monitor and evaluate the PKB and the national monitoring
- k. Lack of Assistance and Consulting Agreement
- l. Lack of consultation services, provide the funding and plan activities in the school fees.
- m. Mentoring participants PKB from the initial stage until after

This is usually ignored by the PKB organizers, especially the monitoring and control of participants after the activity, even though the participants are teachers, the mentoring program must continue, whether the knowledge obtained is still carried out or is only limited to formality. As a result, the program is only carried out when the activity takes place if there is no control and mentoring of the participants, at least there must be progress after participating in the activity.

#### **Sustainable Profession Development Program contributions to the Teacher Behavior and Institutions**

Continuous professional development program a bit much to value benefits and contributes to the performance of teachers. National education standards imply, that the process of learning in an educational and implement an interactive, inspiring, fun, challenging, motivating learners to Actively Participate and provide enough space for innovation, creativity, and independence in accordance with Reviews their talents, interests, and physical learners and psychological development. Therefore any educational institution should do the planning, the learning process, the implementation of the learning process, learning outcomes assessment and monitoring of the learning process for the implementation of the learning process effective and efficient.

The demands of the learning process requires teachers to constantly develop Themselves in order to fulfill the implementation of the learning process to the fullest. On the other hand the learning activities in the field are still having problems and obstacles. On the basis of Reviews These ideas, then the teacher takes the container to the inventory problems and obstacles.

### **V. CONCLUSION**

Based on the data that has been collected, it is known that:

1. Teacher Behavior on Sustainable Profession Development Program Obligations

What is meant by the behavior of teachers in continuing professional development is tingka behavior, in response to a program, the response of a teacher or teacher act in certain situations. Such behavior is being supportive, reject, or apathetic towards continuous professional development program. Supports some teachers

still require a change in self-esteem, skills, skills, and efforts to achieve a professional teacher. Behaviors that support implemented from the enthusiastic attitude, spirit, and always innovative creative in responding to the ongoing professional development program has three components namely, self-development, scientific publications, and innovative work. Reject, this behavior is caused because teachers already burdened with solid teaching hours, so some teachers objected that must take continuing professional development program. Actual CLA program also requires considerable human resources that teachers need preparation to follow, so that the preparation takes time. Not only a matter of time, other things that the teacher considers that the program is only ceremonial, and no clear design, such as a teacher escort post of the program, for teachers who have low human resources, it would be hard to do. Apathy, this apathetic behavior and there is no clear design, such as a teacher escort post of the program, for teachers who have low human resources, it would be hard to do. Apathy, this apathetic behavior and there is no clear design, such as a teacher escort post of the program, for teachers who have low human resources, it would be hard to do. Apathy, this apathetic behavior motivated by the lack of interest and confidence in the program. In this case instead of teachers agreed or not agreed to the program of this Agreement, but the teacher just choose to tidak participate and focus of teaching, educating, guiding, directing and / or the at least 24-hour train-face.

2. The teacher gives the meaning of Profession Sustainable Development Obligations.

PKB activity which includes self-development, scientific publications, as well as real innovative work to equip future teachers, challenges in an increasingly dynamic world of education, teachers must be mastered and find new patterns in the development of teaching and learning on the learner. The teachers there who interpret it as a positive and a negative program,

First positive, in the present time teachers, are required to be versatile wherever they are, and not only in school, the demand then requires the teacher to always be prepared to face it, one of which is to follow and implement the PKB program.

The second Negative, on the other hand, the teacher's view of the Sustainable Professional Development Program is only a routine program of the government, so the teacher is not serious to be prepared to be an educator who is reliable in all matters. This is based on teacher assignments that are very dense and complex in class, at least 24 hours every week, and a maximum of 40 hours.

Another thing that makes the teachers are not interested in the lack of impact of significant differences between the circumstances of teachers who have completed or not, like what is in the development of the CLA component. On the other hand the teacher's knowledge of some of the components of PKB is also minimal, age factors also affect the behavior of the teacher, the age of an increasingly aging make teachers are lazy and no passion for a career in the future.

3. FactorFactors underlying Behavior Profession Master of Sustainable Development.

In observance there are several factors that inhibit to run continuous professional development programs, both internal factors and external teachers, such as,

Internal factors, namely, (1) The age factor of teachers, lack of interest in carrying out CBA teacher one caused due to aging. This is reasonable because the increasing age of a person physical and mind someone getting weaker, causing a person to be lazy. (2) lack of knowledge of teachers, teachers' lack of ability to operate the computer and writing an obstacle to implementing the CLA program. There should be a serious debriefing before the CBA program implemented, so that in practice the teachers to follow the three components PKB. (3) Lack of time teachers Some teachers have other preoccupations, so time is limited cause not the focus of teachers in the program PKB.

Furthermore, the external factors, (1) Lack of leadership role (in this case the head school). Principal has an important role in the success of the objectives that must be achieved to improve the quality of education services, one of which is how to improve the competence of teachers to achieve their standards so that it can carry out tasks according to their function. (2) Lack of socialization PKB from the Department, this was due to lack of information and communication at the Department of the school, especially schools located in remote areas lack access to information. District and Provincial Office is still fixated on the schools located in the city center, or strategic, (3) lack of Mentoring and monitoring activities participants PKB from the beginning until laterIt is usually excluded by the organizers of PKB in particular monitoring and control participants after the activities, although participants are teachers, mentoring program must keep running. As a result, the program only be done when the activities take place if there is no control and mentoring to the participants, at least there should be progress after attending the activities.

## REFERENCES

- [1] Ary, Agustian. 2002. *Rahasia Sukses Membangun Kecerdasan Emosi dan Spiritual ESQ*, Jakarta: Arga.
- [2] Campbell, 1994. *Seven Theories of Human Society(Tujuh Teori Sosial)*. Yogyakarta: Kanisius.
- [3] Kuswarno, Engkus. 2009. *Metode Penelitian Komunikasi : Fenomenologi, Konsepsi, Pedoman dan Contoh Penelitiannya*, Widya Padjajaran, Perpustakaan Pusat UII



- [4] Nawawi, Hadari. 1982. *Organisasi Sekolah dan Pengelola Kelas*, Jakarta: Gunung Agung.
- [5] Purwanto, Ngalim. 1994. *Ilmu Pendidikan Teoritis dan Praktis*, Bandung: Remaja Rosdakarya.
- [6] Ritzer, George, 2011. *Sosiologi Ilmu Berparadigma Ganda*, Jakarta: Rajawali Pers.
- [7] Rivai, Veithzal. 2009. *Kepemimpinan dan Perilaku Organisasi*, Jakarta: Rajawali Press.
- [8] Saud, Udin Saefudin. 2009. *Pengembangan Profesi Guru*, Bandung: CV. Alfabeta
- [9] Sedarmayanti. 2009. *Undang-undang Guru dan Implikasinya dalam Pendidikan*, CV. Rosydakarya.
- [10] Setiadi, Elly M. dan Usman Kolip, 2013. *Pengantar Sosiologi; Pemahaman Fakta dan Gejala Permasalahan Sosial: Teori, Aplikasi, dan Pemecahannya*, Jakarta: Kencana Prenadamedia Group.
- [11] Strauss, Anselm and Juliet Corbin. 1990 *Basis of Qualitative Research: Grounded Theory Procedure and Techniques*. London: Sage Publications.
- [12] Tafsir, Ahmad. 1992. *Ilmu Pendidikan dalam Prespektif Islam*. Bandung: Remaja Rosdakarya.

Tommy Hariyanto. "Teacher Behavior in Obligation of Continuing Profession Development. " IOSR Journal of Humanities and Social Science (IOSR-JHSS). vol. 23 no. 12, 2018, pp. 12-20.