

ANALYSIS ON THE ELEMENTARY SCHOOL TEACHERS' PROFESSIONALISM ETHOS BASED ON GENDER

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Abstract

This multisites case and evaluative studies aimed at getting detail informations on teachers' ethos to implement Article 8,9,10 of Act Number 14 of 2005 involving 156 teachers (43 males and 113 females) in Sleman, Yogyakarta. The findings showed that the female professionalism ethos was higher than the males, in case of: (1) undergraduate degree ownership; (2) ethos of study; (3) ability in developing the current curriculum; (4) providing/developing standardized materials; (5) conducting classroom research. Based on such research findings I recommended as follows: (1) the male teachers should be more competitive towards the females for the sake of realizing their professionalism duties through the Act No.14/2005 implementation; (2) the superior's institution should motivate and facilitate the male teachers to improve their qualities better by conducting intensive trainings; (3) the relevant researchers should intensify the relevant study to base the better future of educational policy for the upper related institutions.

Keywords: Article, Act No. 14/2005, curriculum, professional, ethos

Analysis on the Elementary School Teachers' Professional Ethos Based on Gender

Introduction

Teachers quality improvement at any level of study is implicitly mandated in the Act Number 14 of 2005 concerning with the teachers and lecturers duties, especially the 8th, 9th and 10th articles including elementary schools teachers available at Moyudan district Sleman. Mostly of elementary school teachers were females. The law which is also commonly called "Law of Teachers and Lecturers" (r LTL in short is defined as the Indonesian government reflection in its effort to

improve teachers quality in Indonesia, which according to several research findings are still relatively low (Madya, 2001; Gunarwan, 2004). Besides, data of *Human Development Index* also indicated that the position of Indonesian human resource quality in the year of 2002 was ranked at the 110th, in 2004 at the 112th, and in 2005 at the 110th rank (Ditjen Dikti, 2006).

The 8th, 9th and 10th Articles of the LTL mainly demand every teacher to have certificate of undergraduate degree or Diploma 4/D4, academic qualification, paedagogical, social, personality, and professional competences that can be achieved through educational profession. They also have to be able to develop the current curriculum and teaching materials, which matched with the learners' needs and their circumstance.

Though the government has been trying hard to improve education quality, either through increasing teacher's welfare, qualification, certification or by implementing program of "free of charge education" for teachers of elementary until higher education levels (Mendiknas, 2009), but it will be useless when it is not followed by the high ethos of teachers. Therefore, the government's effort to improve teachers' professionalism must be intensively conducted through the guidance and supervision from the relevant stakeholders.

By the time this research was conducted, there was assumption that most elementary teachers did not meet the demanded requirements to be professional teachers. This research, therefore, investigated the teachers' efforts in fulfilling the three items as demanded by LTL based on their genders. The gender-based categorization was defined by the reason that majority of elementary teachers available in Moyudan District were females. It was the early data which encouraged the writer to conduct such study. The obtained data, was then, analysed normatively and accordance with the defined juridical and theoretical provisions. The result was used as the basis of formulating recommendation dealing with the future educational policy.

Referring to the issues written above, this research aimed at analysing elementary teachers professional ethos based on gender. How far they have been conducted the demanded provisions as written in the LTL Articles both juridically and theoretically. Specifically, this research was intended to find the following data: (1) the number of female and male teachers who had gotten undergraduate degree certificate or Diploma 4/D4; (2) the number of female and male teachers who had been able to develop the current curriculum by considering the learners needs and their surroundings; (3) the level of competence of female teachers in developing the current curriculum compared to the males; (4) the number of both female and male teachers who had been able to develop teaching materials matched with their learners needs and surroundings; (5) level of competence of female teachers in developing teaching materials normatively and conceptually compared to the males; and (6) the proportion of both female and male teachers readiness in their efforts to fulfill the mandated LTL Articles.

Research Method

This study was conducted both through multisites case study and evaluative research. A case study is a research approach in the form of empirical inquiry that investigates a phenomenon within the context of real life and a strategy to investigate, describe, and explain the phenomenon that occurs at the site of the research (Yin, 1984; McDonough, 1997; Sukmadinata, 2007). It was

defined as multisites because this study examined the target group in a number of elementary school teachers available in Moyudan District, Sleman, Yogyakarta. The main target of this research was primary school teachers who were identified based on their gender. The obtained informations were used as the basis for data analysis using evaluative approach.

Evaluative approach is the design and evaluation procedures in collecting and analyzing data in a systematic way to determine the value/benefit of educational practices, which include: course curriculum, learning, policy, administrative regulation, management, organizational structure, product education, or supporting resources. Educational practices can take place within the scope of the class, school, district, state, or national, pertaining to one or more components, or any one or many aspects of education (Sukmadinata, 2007). Evaluation of the data in this study was done on educational practices undertaken by primary school teachers available in the research area. The results of the data evaluation was used as the basis for determining the direction of education policy. Evaluation activities were carried out in this study using the following procedure.

Clarifying the reasons of evaluation → choosing a model of evaluation program → identifying related parties → goals setting → determining which components will be evaluated to identify questions → preparing the evaluation instruments → designing evaluation → data collection and analysis → reporting/analysing the results of the evaluation (Sukmadinata, 2007)

The data of this research were as follows: open questionnaire (concerning identity, educational background, teaching experience, and teachers' efforts to carry out the professional duties), interviews with officials of the Education Technical Implementation Unit (ETIU) and the chairman of the elementary teacher's association what so called *Kelompok Kerja Guru* or KKG in short. The interviews were conducted regarding to the qualifications of teachers, the learning situations and environmental conditions in the region, observation, and analysing of various documents (content analysis) related to the preparation and implementation of the learning process. The observed teaching documents included the syllabus, learning programs or lesson plans, student's worksheets, and assessment list. Analysis was also done toward the other documents concerning with the number of teachers (gender-based), the number of teachers who had bachelor degree or D4 certificates, and the number of teachers who had not taken bachelor degree or D4, as well as the constraints appeared within their efforts to comply with the terms as demanded by the LTL .

The obtained data were interpreted through the following process: (1) investigating the formulated issues, namely concerning with the teachers' professional ethos in their efforts to enhance education quality normatively; (2) gathering and categorizing the data; (3) interpreting each data category; (4) performing triangulation of data sources and the theory that had not been studied previously (peer-debriefing technique), such as interviewing the principal and the students who were able to provide information related to the quality of their teachers; (5) interpreting the data based on theoretical and juridical norms according to the circumstances, conditions and actual needs of education, and (6) confirming the acquisition of accurate information.

The inference results of this research was carried out inductively based on the interpretation or

analysis of the data had been confirmed. The results of data inference (especially related to professional ethos of female elementary school teachers), hereinafter designated as the results of this gender-based study. These results were then, used as the basis for formulating research recommendations, which can be used by the authorized people as the basis to determine educational policy.

Research Findings and Discussion

It has been written above that this gender-based study examined and analysed the six variables of the research problems simultaneously, namely (1) the possession of bachelor degree certificates, (2) the teachers' competences in developing the current curriculum which really matched with their learners' needs and circumstances, (3) the level of both male and female teachers competences in developing the current used curriculum, (4) teachers' competences in providing various teaching materials and which met their learners' needs and their circumstance, (5) teachers competences in developing needs analysis-based materials, and (6) the proportion of both male and female teachers in their efforts to fulfill the defined requirements written in the LTL. Here are the findings.

First, teachers' possession on the bachelor degree certificates. Based on the qualitative data (which were in the forms of interviewing with teachers, the authorized persons of the Education Technical Services Unit/ETSU, chairman of the primary teachers association/PTA and quantitative data (which were in the forms of documents of nominative data concerning with environmental elementary school in Moyudan Sleman, of August 2009) it was obtained the nominative data of the whole teachers of 2009/2010.

Referring to the obtained data, it was known that the ETSU was responsible towards a number of 21 primary schools management, namely *sekolah dasar negeri/SDN: Ngijon 1, Ngijon 2, Ngijon 3, Malangan, Sumberagung, Kaliduren, Nglahar, Sejati, Moyudan, Sumberrahayu, Bentulan, Ngringin, dan SD Muhammadiyah: Ngijon 1, Ngijon 2, Kedung Banteng I, Kedung Banteng II, Semingin, Gamplong and SD Kanisius Ngapak*. These schools employed a number of 43 male teachers and 113 female teachers. It means that the ratio of male compared to female teachers was 43:113 (0.38:0.62). Similarly, the number of male teachers who already owned bachelor degree certificates compared to female teachers was 12:27 (0.44:0.56). In other words, the female teachers were higher in rank both quantitatively and qualitatively rather than the males.

The obtained data also showed that among 156 teachers, 12 males and 27 females had bachelor certificates, 24 males had Diploma 2/D2. Similarly, 72 females had D2 certificated. The rest, 7 males and 14 females owned certificates of senior high school degree. Besides, it was also found that there were a number of female teachers who were on going process of study at the 10th semester at the Open University in Yogyakarta within the academic year of 2009/2010.

Table 2 shows that the willingness of the female teachers were relatively significant. Among the number of 10 male teachers employed at the six primary schools, 2 males had bachelor degree certificates while the other one was studying at a private university. Meanwhile among the 40 female teachers, 6 persons had got bachelor certificates and the 23 others were on going process of studying at the undergraduate level. The ratio of the male and female teachers was 10:40. The

bachelor holder was 2 :6, and the on going process of study at undergraduate level was 1:23. If compared, the willingness to improve quality between the male and female teachers according to the data written at Table 2 was 3/10 : 29/40 or 0.33 : 0.73. in other words, the ethos of female teachers was higher than the males.

The second finding was “Teachers Competence in Developing the Current Curriculum”. The qualitative data in this study was in the forms of the results of questionnaire and in-depth interview performed towards the 6 senior teachers of SDN Ngijon 1, 2, 3, SDN Sejati, *SD Muhammadiyah Kedung Banteng I* and *Kedung Banteng II* (who were studying at undergraduate level at the Open University of Yogyakarta), the chairperson of PTA or *Kelompok Kerja Guru (KKG)* and an authorized supervisor. The senior teachers who had been teaching for tens year stated that they had not been able to develop the current curriculum (namely Education Unit Level Curriculum) that had been launched since 2005, normatively.

So far, the teachers had used model of curriculum development in the form of lesson plans designed by the PTA so that they could directly implement it in their own classes. They also honestly stated that the syllabus and lesson plans were only prepared to fulfill the institutional administrative needs. However, other documents such as presence list, assessment list, progress report and teaching materials were provided at schools. Such documents were needed when schools were supervised by the authorized superintendent. By the time of teaching most teachers used the provided package books that were bought through schools operational grants (what so called *bantuan operasional sekolah* or BOS in short), given by the government.

The statements of female teachers as written above was justified by the chairperson of the PTA of Moyudan district. In accordance with the curriculum development, he stated that around 60 % of female teachers had understood enough towards the current curriculum, *id est* EULC. He furtherly stated that EULC had been implemented since 2007, but in facts, it was acknowledged by the teachers in 2008. This was due to the lack of socialization regarding to the concepts and the existence of curriculum which should be performed by the upper institutions.

The third finding was “The Level of Both Female and Male Teachers Competences in Developing the Current Curriculum Based on Gender”. Ability in developing curriculum is one of professional duties for any school teachers. By the time this research was conducted, all schools were demanded to implement Education Unit Level Curriculum (EULC). This curriculum basically prioritized education based on local wisdom, competence development, skills, critical attitude and adaptive to the changing times. But according to the chairman of the Elementary Teachers Association (ETA) there were only 60 % of the whole teachers who had acknowledged the EULC. It means that 40 % of them had not understood, including unable to formulate learning indicators conceptually.

The above statement was matched with the fact in the reasearch setting for the result of observation and open-ended questionnaire indicated that most investigated teachers had not been able to analyse EULC into their syllabus by considering the needs analysis and local wisdom. Beside interviewing the ETA chairman, the writer also specifically investigated a number of 24 teachers who were taking courses at Open University Yogyakarta (OUY) in the academic year of 2009/2010. The course location was in SDN Ngijon 1. They consisted of twenty three (23) females

and one male.

The results of the study indicated that there were only four female teachers who were relatively able to formulate learning indicators based on the Standard Competency and Basic Competences (SCBC) available in the EULC. The rest, including the male teacher had not been able to do it. Referring to the data written above, can be concluded that there were only around 0.17 % of teachers who were able to describe SCBC into the normative conceptual learning indicators. It means that 83 % teachers were still unable to describe it. Whereas learning indicators were crucial basic to design teaching materials (what to be taught), the procedures of materials delivery (how to teach), and the procedures of evaluating the learning achievement by designing instruments of learning assessment. So, if they had not been able to design learning indicators that refers to the outlined SCBC, it means that they had been unable to execute the three aspects of professional duties such as selecting standardized materials, implementing procedures/methods /approaches, and evaluation conceptually.

The fourth finding was “Teachers Competences in Providing Standardized Learning Materials”. Logically, teachers who are unable to describe SCBC are, of course, unable to provide and/or design normative learning materials, since ideal materials must access the outlined learning goals and/or learning indicators. In this case, most teachers commonly make use of materials provided by the schools. Teachers reasons in selecting materials were generally: met with the current curriculum, attractive appearance, containing exercises, and the price was affordable.

Learning materials commonly used at elementary schools were in the form of text-books (printed materials). The non-printed materials such as recorded materials , cassettes, films, videos and pictures were still rarely used for the limited availability of supporting infrastructure such as hardware tape recorder, television, radio, monitor screen and LCD. Even when this research was conducted, the teaching aids used at most elementary schools around Moyudan were merely black board and chalks. In other words, the learning facilities available in mostly of elementary schools in Moyudan were inadequate.

The fifth finding was “Teachers’ Competences in Developing Learning Materials”. As it is written above that 23 government employed teachers and one male teacher worked for elementary schools at Moyudan were studying at the teacher training department of Open University of Yogyakarta. Based on the result of questionnaire, interviewing and testing, it was found that only two persons were relatively able to develop learning materials for their students even in the form of teacher’s made materials. In this case, most teachers still weak in formulating normative conceptual indicators as the starting point of designing learning tasks and assessment.

The sixth finding was “Proporsition of teachers’ readiness in the effort of Implementing Act No. 14/2005 concerning with teachers and lecturers”. It is clearly defined within the Law of Teachers and Lecturers (LTL) that teachers are professionals who function to enhance the dignity and role as the agents of learning and work to improve the quality of national education. The 20th Article of LTL mandates teachers to carry out their profession by: (1) planning learning program, performing qualified learning process, and assessing students’ learning; (2) enhancing academic qualification and competence continually in line with the development of knowledge, technology

and art.

In connection with the mandate of LTL that must be fulfilled as professionals, all teachers should improve their qualities either through formal education or working ethos. In this case, a total of 156 teachers from the existing government employed teachers in the ETSU of Moyudan District, 63 people (13 males and 50 females) of which had been working to improve their quality through taking undergraduate degree of elementary teacher training what so called *Pendidikan Guru Sekolah Dasar* or PGSD in short. It means, only about 0.40 % of the number of teachers in the Moyudan District that had attempted to implement the LTL by taking PGSD while the remaining 60 % had not. It was certainly still far from the expectations, by remembering that teachers quality improvement needs to be accelerated in order to achieve the purpose of human resources improvement, especially at the basic of education level. The six variable of the research findings written above had not, of course, achieved the expected education goals. The following is the discussion of the six variables of the research findings.

First, "Teachers' Ownership on Undergraduate Degree Certificates". Regarding this variable, it was found as follows: (1) data available in the ETSU of Moyudan District of 2009/2010 indicated there were a number of 156 government employed teachers consisted of 43 males and 113 females; (2) teachers with undergraduate degree certificates were 39 persons consisted of 12 males and 27 females; (3) teachers who were still studying were 24 persons, consisted of one male and 23 females. If compared, the ratio of the undergraduate degree certified teachers were 63 (39 had certified, 24 were studying): 156 or around 0.40. If it is assumed that the student teacher finished their study in 2010 (by the time this study was conducted), then, 0.60 of teachers had not been certified. This means, the majority of primary school teachers in the Moyudan District had not been professional yet, because Diploma 4 or certificate of undergraduate degree was the main criteria of the teaching profession (Gage & Berliner, 1984; President of Indonesia, 2005).

Second, "Teachers Competences in Developing EULC. In accordance with this variable, it was found that mostly of elementary teachers surround Moyudan district were not able to develop EULC normatively. This was understandable by considering that more than a half (60 %) of the whole available teachers (156 persons) in the research setting had not got undergraduate degree certificates. Logically, they would be able to perform their duties professionally if they were certified with the demanded degree. Both concepts and skills in curriculum development were taught in the upper semester of department of education. Alternatively, such knowledge was possible to acquire through teachers training. But they also never got such training from the upper institution. Instead of professional training for teachers, even socializing on any new curriculum had never done significantly.

Third, "Teachers Competences in Developing EULC Based on Gender". It has been written above that the learning motivation ethos of female teachers were relatively higher than the males. This fact, of course, affected teachers understanding in accessing new knowledges, particularly connected with their duties as educators. Male teachers had not proportionally been able to match the ethos of female teachers in their efforts to improve the pedagogical skill, particularly in developing SBC. This means that the ability of female teachers and male teachers in developing SBC was still unbalanced for the least number of male teachers who continued their studies at

undergraduate level. The relation is, the undergraduate study curriculum of teaching department provided Curriculum and Materials Development (CMD) course that allowed students (teachers) to get the basic knowledge both theoretically and practically to implement in their real classes.

Fourth, “Teachers Competences in Providing Teaching Materials. Logically, the improvement of knowledge and pedagogical skills of teachers will improve their skills in managing educational management, starting from the followings: (1) conducting content analysis on the Competency Standard and the Basic Competencies (CSBC) written in the implemented curriculum, (2) developing aim/learning goals, specific objectives and indicators of learning, (3) selecting and/ or developing teaching materials appropriate to the learning needs, and (4) developing measurement instruments outlined in the SCBC (Richards, 2001; Cohen, 2000; Tomlinson, 1998; Hutchinson & Waters, 1994). In connection with the provision of teaching materials, it was found that all elementary teachers in the research setting made use of the provided text-books. Mostly of the books were purchased collectively by making use of the government grant what so called School Operational Assistance (*Bantuan Operasional Sekolah* or BOS in short). A part of the existed books were the voluntary contributions from the graduates. Thus, teachers did not have opportunity to choose and/or design their own materials that matched with the learning needs.

Fifth, “Teachers Competences in Developing Learning Materials”. It has been mentioned above that since all elementary schools had provided text-books for their learners, the teachers were reluctantly to develop their own teaching materials. Furthermore, the result of interviewing showed that there were some teachers who had been tried to develop the content of the provided text-books by inserting learners’ daily experiences orally. The oral materials development was administrated within their lesson plans.

Sixth, “The Proportion of Teachers’ Readiness in Their Efforts to Implement the LTL”. The obtained data showed that generally, the porportion of female teachers efforts in Implementing the LTL was higher than the males. This was indicated as follows: (1) the total number of government employed teachers of 2009-2010 was 156 persons; (2) the ratio of male teachers who owned undergraduate degree certificates and who were studying was 13/43, or around 0.30; (3) the ratio of female teachers who owned undergraduate degree certificates and who were studying was 50/113 or around 0.44. If compared, the quantity of female teachers who tried to fulfill the mandated article within the LTL was higher than males, namely 50/113:13/43 or $0.44 > 0.30$. In other words, the proportion of female teachers ethos to perform the LTL was higher than males.

Referring to the facts as written above, it can be concluded that the dual function of women did not seem to be a problem of the "Heroine" to constantly strive to improve their professional quality in order to meet the demands of their duties as educators. In contrast, though men had relatively more chance for the workload was relatively lighter compared to women, this did not ensure that their efforts to improve their professionalism higher than women. The lower professional ethos of male teachers than the females, due to the existence of both internal and external factors of the person. External factors, such as the problems on: living costs, getting the upper permission to further study, and time managemnt. Internal factors, such as old-aged, ability and self-motivation. Living costs often haunted male teachers for their general status as the head of household and consequently they had sense of responsibility towards their family's survival. They

had to support their wives and living expenses of their children. So, further study certainly disturbed their family's living costs. Such problem had been actually overcome by the government in the form of launching competitive grants for elementary teachers further study.

Factor of permitting further studies, sometimes also become obstacles for teachers. Various facts showed that many school leaders are sometimes difficult to release their teachers to continue their studies without any apparent reasons. If permitted, the teacher is asked to fulfill various requirements that sometimes seem unreasonable. Recognized or not, it is actually caused by the "fear" of the uppers for their positions will be threatened by the the teachers after graduated. Another factor is the reduction in the intensity of the presence of teachers who are studying that can increase the uppers' working loads, somewhat they should provide substitute teachers, revise the schedule of teaching, rotate classroom teachers, and so on. The density on teaching schedule and teacher's activities outside of the classroom can also be a barrier for the teacher in implementing his further study, for it may affect on the difficulty and intensity of the face to face learning process in his classroom.

Beside age factor, thinking skills also naturally affects the learning motivation and further study. It can be actually solved by providing scholarships, free education or training as undergraduate degree equivalent, as well as stirring teachers' motivation of learning, for example by giving rewards for the qualified teachers. Various factors mentioned above can be used to overcome teachers problems in developing curriculum, selecting and developing teaching materials and improve their qualities in performing their professional duties.

Conclusion and Recommendation

The various findings written above can be concluded as follows: (1) female teachers ethos were higher than the males; (2) there were only 17 % of teachers relatively able to develop EULC conceptually, while 83 % teachers were not; (3) Most female teachers were relatively well-motivated to develop the EULC compared to males; (4) Both male and female teachers had not been able to provide/choose the normative materials; (5) Majority of teachers had not been able to develop materials conceptually; and (6) Female teachers' professionalism were extremely higher than males. This because of the following factors: (1) costs or monetary problem; (2) difficulty in getting upper's permission for further study; (3) problem on time management; (4) the existence of sense of gender superiority; and (4) old age.

Based on the conclusion formulated above the writer recommended as follows: (1) it is the government duty to motivate elementary male teachers to be more realized on their professional jobs that can be done through study grants provision; (2) the teachers' uppers should gently allow their teachers to continue their study; (3) the relevant institutions should provide intensive job's training for the sake of enhancing teachers' professionalism which can affect to the outputs' qualities; (4) the relevant researchs need to be intensified to underlying the improvement of education policy in the future.

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Table 1. Elementary Schools Nominative Data available in the Technical Implementation Unit of Education of Moyudan District 2009/2010

No	Schools Location	Number of Gov Employees		Holders of Bachelor Degree		D2 & Ama.Pd.		Senior High School	
		Male	Female	Male	Female	Male	Female	Male	Female
1.	SDN Ngjjon 1	3	7	2	1	1	5	0	1
2.	SDN Ngjjon 2	2	10	1	4	1	6	1	2
3.	SDN Ngjjon 3	1	9	0	3	1	5	0	1
4.	SDN Malangan	5	4	2	2	1	2	2	0
5.	SDN Sumberagung	4	7	1	1	3	5	0	1
6.	SDN Kaliduren	3	7	1	6	1	1	1	0
7.	SDN Nglahar	0	8	0	1	0	5	0	2
8.	SDN Sejati	2	7	1	1	1	4	0	2
9.	SDN Moyudan	6	3	1	0	4	3	1	0
10.	SDN Sumberrahayu	2	7	0	2	2	3	0	2
11.	SDN Bentulan	2	8	1	3	1	4	0	1
12.	SDN Ngringin	2	6	1	2	1	3	0	1
13.	SDN Muh. Ngjjon 1	2	5	0	0	1	5	1	0
14.	SDN Muh. Ngjjon 2	1	3	0	0	1	2	0	1
15.	SD Muh. Kedung Banteng I	2	4	0	0	1	4	1	0
16.	SD Muh. Kedung Banteng II	1	2	0	0	1	2	0	0
17.	SD Muh. Semingin	2	4	0	1	2	3	0	0
18.	SD Kanisius Ngapak	0	2	0	0	0	2	0	0

19.	SD Muh. Gamplong	1	4	0	0	1	4	0	0
20.	SD Muh. Saren	0	3	0	0	0	3	0	0
21.	SD Muh. Karanganyir	2	3	1	0	1	3	0	0
Total Data		43	113	12	27	24	72	7	14

Table 2. Nominative data of the status of primary teacher's education at the ETSU of Moyudan District of 2009/2010

No.	Schools	The Number of Government Employees/PNS		Bachelor Certificate Holders		In the Process of Bachelor Level Study	
		Male	Female	Male	Female	Male	Female
1.	SDN Sejati	2	7	1	1	1	6
2.	SD Muh. Kedungbanteng I	2	4	0	1	0	1
3.	SD Muh. Kedungbanteng II	1	2	1	1	0	1
4.	SDN Ngijon 2	2	10	0	0	0	5
5.	SDN Ngijon 3	1	9	0	3	0	3
6.	SDN Kaliduren	2	8	0	0	0	7
Total		10	40	2	6	1	23