

PROFESSIONAL DEVELOPMENT OF ELEMENTARY SCHOOL TEACHERS AS AGENT OF LEARNING THROUGH 'PERSONNEL TRAINING AND DEVELOPMENT MODEL AND ITS DETERMINANTS FOR SUCCESS'

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Abstract

World Bank Research states that Indonesian teachers are mentioned to be the lowest quality as an agent of change regarding their low productivity, low teacher enthusiasm, and many more factors. For that reason, a set of teacher empowerment models are urgently needed. One of them is the Training and Personnel Development Model. This model is aimed to test the efficiency and effectiveness of teacher's training model and to find the determinant factor which concludes teacher professional development as an agent of learning. And it was developed through three stages of method; a preliminary study, the development model of teacher training, and continued validation of the model by examining its efficiency and effectiveness. The training is followed by 37 people, 17 of them are alumni of SWCU's Blended Learning Program. From the training that was conducted, it was shown that most workshops for elementary school teachers were not efficient and effective and had not increased teachers professional development as an agent of learning. Yet, the developed training model is proven to be efficient and effective. There are 3 models of determinants; 1) enthusiasm, 2) the cooperative and anticipative activity and 3) teacher profesional, which increases 89.70% of teachers as an agent of learning.

Keywords: Elementary School Teacher Training, 'Training and Development Personnel Model', Efficiency and Effective Model, Teacher's as an Agents of Learning.

Introduction

Entering the 21st century, teachers are required to be able to change their students' mind set to face any obstacles they might experience as well as to have a heroic role which is unreplaceable. How important is the teacher's role for their students' future development! The teacher's role in the 21st century is more complex than before. Its complexity is shown, for example, in how a teacher should respond to various and changing needs of the students, the fast development of technology which infiltrates the world, or demand for excellence from the community, the change in social construction, and the globalisation (Sri Setyowati & M. Arifana, 2004).

The quality of the students in the future is very much dependent on the teacher's role at school at the present time. Up to this date, the school remains the only social institution which is particularly developed and organized to develop students in preparation for the future of this generation. That is the reason why the school and the teachers are expected to develop and renew themselves continuously in order that they are able to give a balance with the rapid changes of the students and the community's needs.

One of the teacher's roles in the 21st century is becoming a change agent. Teachers are expected to be competent in bringing about positive changes to their students and school. In addition to their role in the context of curriculum, teaching, and evaluation, a teacher---let alone an elementary teacher---is also made a model by his students concerning his personal habit (Putu Sudira, 2012). The result of World Bank's research indicates that the Indonesian

teachers are at the lowest level in Asia in their role as a change agent (Hidayat Jaya Giri. 2012), their productivity is very low (World Bank. 2006); and that there are many factors that influenced the status.

Teachers in the 21st century are expected to become a figure that can motivate and inspire their students in order that the latter are able to optimize their potentials to be useful for their future. The teachers are change motivators; but how about their condition as illustrated by the World Bank's research findings? This is the reason why they need empowerment.

In order to upgrade the teachers' role and ability as teaching agent, many have been done by education and trainings. A research by Widodo, *et.al.* (2006) revealed that there are obstacles in the application of the results. These constraints are related to the process, content, and support after the training. Constraints related to the process of training or upgrading are: a) the method of training is generally in the form of lecturing and discussion without giving teachers to exercise in real situation; b) the upgrading and training is conducted in such a big audience that individual teacher's needs or problems are not attended to; c) the activity rarely discusses real problems in the field.

The application constraint related to the content of training or upgrading includes a) inappropriate materials with the need in the field; b) the materials presented are hard to apply. In fact, the materials are well understood by the teacher participants. In view of the post training or upgrading support, there are barely any follow up monitoring and evaluation activities. In addition to

the absence of evaluation, support from the school (i.e., time allocation, means, and funds) is inadequate.

This becomes the reason why the strategy to empower teacher's role as a learning agent through education and training is preferably, among others, "that the focus of training should emphasize more on the effort to develop personal consistency as an educator during his professional career to develop (a) life-long learning principle; (b) the need for achievement principle; (c) leadership principle; (d) future visionary principle; and (e) inspiring principle in a group (Agustian, A.G. 2005)

One of the training models for teacher empowerment is the "*Personnel Training and Development*" model from Otto and Glaser (in Mustafa Kamil, 2003), which is considered effective enough. Other issues are the variety of influencing factors and the model for inter-factorial relationship for the enhancement of the teacher's role as learning agent, especially for the sake of the Distance Education graduates.

The problem in this research is, therefore, how the development of education and training for teachers using the *Personnel Training and Development* model enables them to develop their ability as learning agent? What are the determinant factors, in what form is the contribution model and how significant is it to the success preparing teachers as learning agent? The objective of this research is to examine the efficiency and effectiveness of the *Personnel Training and Development* model and to find out determinant factors that contribute to the success of making teachers learning agents.

Theories

Teachers in the 21st century and ahead are challenged to accelerate the development of information and communication. Teaching and class management in this century must be in harmony with the advances of information and communication technology. According to Susanto (in Didik, 2012), there are seven challenges for the teachers in this century, namely, 1) Teaching in the multicultural society, 2) Teaching for the construction of meaning, 3) Teaching for active learning, 4) Teaching and technology, 5) Teaching with new view of abilities, 6) Teaching and choice, and 7) Teaching and accountability.

The 21st century demands teacher's increasingly higher and optimal roles. Generally speaking, Tilaar (in Didik, 2012) states that the community will no longer accept unprofessional teachers. This is in line with the UNESCO recommendation on three demands: 1) teachers should be considered professional workers who give services to the people, 2) teachers are required to have good mastery of sciences and skills, and 3) the sciences and skills should be acquired from in-depth and continuing education.

The 21st century teachers should possess the following characteristics: 1) high struggling spirit

and work ethos as well as good quality of faith and piety, 2) ability to apply science and technology as required by their social and cultural environment, 3) high professional performance in performing tasks and doing profession, 4) wide future perspectives in looking at the variety of problems, 5) high morality model and sense of aesthetics, and 6) developed competitive and group work principle. Slightly different from Muhammad Surya's demands (Didik, 2012) with his nine characteristics, the ideal teacher is one who 1) has high struggling spirit and good quality of faith and piety, 2) is able to express himself in relation with the environment requisite and the development of science and technology, 3) has the ability to learn and cooperate with other professions, 4) has strong work ethos, 5) has a clear plan of career development, 6) has high professionalism spirit, 7) has physical, spiritual, material, and nonmaterial welfare, 8) has future perspectives, and 9) has the ability to function and play his role integrately.

In his role as an agent of change, a 21st century teacher needs to have basic characteristics or ability to fulfil the demands of the time. This kind of ability is illustrated beautifully by Fullan (1993) with his four basic mental capacities which must be embedded in the self of the teacher as an agent of change entering the 21st century. These four basic mental capacities include the development of personal vision, the habit for inquiry, the importance of mastery, and collaboration.

According to [German Gomez](#) (2014), change can be defined as both a noun and a verb. As a noun, change can be defined as a process of transition from one stage to another, or, a transformation. As a verb, change is defined as the action of causing something/someone to be different or transforming an object of a person. Moreover, Gomes shows specifically matters which support change in: knowledge and skills of subject matter, greater understanding among cultures, awareness of the world around and global issues, awareness of the community around them, habit building and changing, possibly hindering factors, time spent with learners, lack of support from colleagues, availability of resources dan cultural differences.

As an agent of reform, a quality teacher according to Peter G. Beidler (Tulus Tu'u, 2002) has the following characteristics: (1) always studies and reads to find success and to help learning, (2) has the courage to take risks to achieve the goal, (3) has a positive attitude, pride to profession, does not undermine himself and his profession, (4) works hard and uses time for preparation and teaching services, (5) must perform his duty and responsibility very well, (6) makes his students confident, (7) gives his students encouragement to progress and develop, (8) motivates his students to become independent, and (9) listens not only hears.

A teacher as an agent of change for his students, in Arifin's mind, is one who has pedagogic, personality, social, and professional competencies, and will be able to play the role of a

change agent for his students in class (Arifin, 2009).

In the Indonesian law concerning teachers, it is stated that the function of teachers is the learning agent. What is meant here is that a teacher plays roles as a fasilitator, motivator, trigger, learning engineer, and inspiration giver to his students.

The importance of teacher's role as learning agent---that is, promoting understanding and tolerance---has never been more obvious than today. It appears to become even more critical in the twenty-first century. The need for change, from narrow nationalism to universalism, from ethnic and cultural prejudice to tolerance, understanding and pluralism, from autocracy to democracy in its various manifestations, and from a technologically divided world where high technology is the privilege of the few to a technologically united world, places enormous responsibilities on teachers who participate in the moulding of the characters and minds of the new generation (Yin Cheong Cheng, King Wai Chow, Kwok Tung Tsui, 2001)

Related to the focus and purpose of Change, Zeichner and Noffke (Jeremy N. Price and Linda Valli: 2005) offered two useful typologies. For Zeichner, action research has the potential to effect change in (a) individual teacher development and the quality of teaching, (b) the control of teaching knowledge, (c) the institutional context, and (d) the broader social context. Using the word dimensions, Noffke described what labeled the purposes of change: personal, professional, and political. Personal change is similar to what Zeichner referred to as teacher development or teaching quality; professional development corresponds closely to the control over teaching knowledge; and the political dimension or purpose of action research resonates with changes in the social context that aim at greater justice and democracy.

Based on the research findings by Widodo, *et al.* (2006), it was revealed that there are constraints in the application of the results of trainings for profesional development. These constraints are related to the process, contents, and support during post training and upgrading. Constraints related to the process of training/upgrading are a) method of training generally takes the form of lectures and discussions without an opportunity for teachers to practice the application in real situations; b) the training/upgrading was conducted in big masses of participants, so that they cannot attend to their individual needs or problems; c) the process rarely discusses real problems in the field. Constraints in the application is related to the contents of the training/upgrading, which include a) unsuitable materials with the need in the field; and b) the materials cannot easily be applied. However, the materials can be understood quite well by the teachers. In general, there are neither monitoring and evaluation activities after the training nor support from the school, such as time allocation, facilities, and funds.

In consequence, the characteristics which will be developed into the teacher as a learning agent through trainings are determined by many factors including the teacher factor, such as enthusiasm to become a learning agent, thinking ability which is critical, reflective, and anticipative, which can be developed by way of cooperative-anticipative learning activities. Training and education as an integral system serves as a set of components or elements or sub-systems which interact each other to change the teacher's competencies in such a way that he may have better achievement appropriate to his position. The approach in the training can use a flowchart starting from input, process, output, and out come. The input is the training participants all with their competencies that they own, budget, time, facilities and infrastructure. The proses as a sub-sistem in the training program comprises teaching-learning process, pre- and post-training evaluation, arrangement of room facilities and equipment, etc. The output is the training graduates who have already had competencies as were expected, graduate certificates, and job entry certificates. The outcome is the increase in productivity and contribution of the training graduates to the organization.

In view of needs analysis, the target to be achieved is decided. It can be in technical or behavioral terms. The training goal should be clearly stated on the basis of the result of the needs analysis. The principles of good learning are implemented to make sure the teaching-learning process go well. Basically, learning principles which are appropriate to use include five issues, such as participation, repetition, relevance, transfer and feedback.

The appropriateness of the teaching techniques used depends on many considerations which will take into effect, such as efficiency in budgeting, program materials, provision of particular facilities, preference in participants' abilities, preference and trainer's competency, and learning principles which will be used..

Upon the completion of the training program, the result is identified. The program can be said to have been successful when there is transformation and a change of behavior of the participants, which is reflected in their attitude, discipline, and work ethos. These components are supporting each other in making the education and training credible.

One way of improving the capacity of the 21st century teachers is implementing an effective education and training program. The program structure to achieve the competence in demand needs comprehensive planning. This comprehensive structure is expected to upgrade teacher's competence as an agent of learning. Some internal matters that must be developed in the education and training include identification of information about the ideal 21st century competencies and the real competencies needed in the field. This competence mapping serves as a basis for the statement of objectives, training materials,

experiences that need developing, learning resources, and time allocation for the training.

The other thing that matters is the adoption of strategy and approaches relevant to the education and training purposes. The training materials are developed in such a way that they facilitate active, enjoyable, experience-based, competence-based form of learning. The training scenario must be effective, controlled, and accountable. The training also must be relevant to practical purposes in order to receive positive response from the participants.

The use of delivery strategy needs to attend to the following: the application of andragogy approach based on development of experiences and performance. The participants' experiences need to be developed through active learning, which enables the participants to become the subject of the activity in the learning processes. The education and learning should be conducted interestingly, impressively, and enjoyably, and be evaluated carefully.

In order for the change of behavior to happen as an implementation of teacher's competence, the system of education and training should employ treatment which touches perception, self-concept, and values owned by the individuals. Monitoring, controlling, guiding, and tutoring need to be done so that the behavior which reflects the teacher's competence can be improved considerably.

In view of the training's perspective as a system, factors affecting the success of the teacher's education and training can be identified. These factors may come from both the input and the training process itself, including clarity and meaningfulness of the objectives and tasks, the quality of group learning method based on experiences of the teachers, cooperative learning with materials relevant to the needs of the teachers as an agent of learning, level of teacher participation, display of results, and their meaningfulness. Elaboration of new knowledge and its meaning would build good image and positive habit.

Model Development

There are many design models for learning. Among others, there is a model which is system-oriented, such as Dick & Carey's model, ADDIE Model, and the like. There is also a design learning model which is product-oriented, since in order to produce learning outcome, as found in Hannaffin & Peck's model or rapid prototype model. There is still a model which is based on class teaching and learning, like the ASSURE model (Smaldino, et.al.) or ICARE model.

Generally speaking, the steps in the training design start from analysis phase, designing, developing, implementing, and evaluating. Evaluation can be done in each step, beginning from analysis to evaluation. This kind of training system enables participants to absorb information and knowledge, to practice skills, to interact with others, to deepen knowledge and skills, and to

make a reflection on what has been learned. Those five objectives serve as a requisite for a successful training design.

Otto and Glaser (Mustafa Kamil, 2003) explains a model for training strategy development which is called *Personnel Training and Development Model*. This model comprises five phases of activity:

1. analyzing training problems
2. formulating and developing training objectives
3. selecting training materials, learning media, methods and techniques
4. setting up curriculum and units, training subject matters, topics, and
5. evaluating training outcomes.

A training model is said to be effective when it is capable of being based on a curriculum, approaches, and strategies appropriate with the participants' learning needs and the problems that occur in the process. For this purpose, specific requirements are needed in building a training model which is effective and efficient. One of the requirements is the learning needs and problems of participants. The analysis phase usually includes a few steps, one of which is the analysis of the system; that is, to illustrate in general terms clients who ask to design a training program. This job analysis is not necessary if the person has already had the desired. The formulation of participants' objectives and tasks is usually followed by a reflection. When the selection of materials and media is over, the decision of training method quality follows on the basis of participants' inspiration. After the curriculum and units, training subjects, and topics are decided, the training commences and evaluation follows. The evaluation is administered to determine whether the training objectives are achieved or not, whether the content and administration of the training is satisfactory, and to compare between the program output and the expenses spent from a number of training programs in order to select which program is the best.

The Personnel Training and Development model which consists of five phases is developed through three steps, namely a preliminary study, development of teacher training model, and model validation through evaluation of model efficiency and effectiveness in the form of participants' self-evaluation. The training for the elementary school teachers was attended by 37 participants and took place at the Teacher's Work Group workshop, Wonosobo Regency, on May 2 -10, 2013.

Measurement and Outcome

The Personnel Training and Development model consists of five phases of activities as described above and is divided into three groups:

- 1) Preliminary Study, which includes the analysis of training problems
- 2) Planning and Model Development, which include the following steps: formulating and

developing training objectives, selecting training materials, learning media, training methods and techniques, setting up curriculum and units, training subjects, training topics, and implementing the training program.

- 3) Validation Model including evaluating training outcome which later is used as a stepping stone to develop learning model and strategy.

After the first and the second phases were completed, the model validation was conducted. The validation of the Personnel Training and Development model was done by measuring both the process and the outcome of the training program, which includes measuring the efficiency and effectiveness of the training. This activity was conducted through self-evaluation by the participants toward the training process that they participated and experienced. The result of the self-evaluation as illustrated in Table 1 below serves as evidence on the level of efficiency and effectiveness of the training program.

Table 1. Description of Process Variables and Result of Personnel Training and Development Model

Variabel	Mean	Median	Std. Deviation
Efficiency and effectiveness	3,33	3	0,63
Teacher as agent of learning	3,1071	3	0,38

Considering that the mean is bigger than the median, it can be inferred that the Personnel Training and Development Model which had been used is both efficient and effective as the data supported. As a result, the Personnel Training and Development Model can develop elementary teachers' professionalism as agent of learning. Further, the description of 11 independent variables which were assumed as determinant factors for the elementary teachers' professionalism in the development of the training model is illustrated below:

Table 2. Description of research variables

Variabel	Mean	Median	Std. Deviation	Minimum	Maximum
1. Clear_meaningful_task	3.0714	3.0000	.61573	2.00	4.00
2. Cooperative_anticipative_activity	3.2143	3.0000	.42582	3.00	4.00
3. Cooperative_methods_LEB	3.3571	3.0000	.63332	2.00	4.00
4. Cooperative_correlative	3.2857	3.0000	.72627	2.00	4.00
5. Exhibition_result	3.2143	3.0000	.42582	3.00	4.00
6. Reflection_anticipative_thinking	3.0714	3.0000	.47463	2.00	4.00
7. Participative	3.2143	3.0000	.57893	2.00	4.00
8. Enthusiastic	3.2143	3.0000	.57893	2.00	4.00
9. Good_image_result	3.2857	3.0000	.61125	2.00	4.00
10. Be_prof_teacher	3.4286	3.0000	.51355	3.00	4.00
11. Agent_of learning	8.9881	9.0000	1.56411	6.33	11.67

Based on the result of the analysis as described below, it is apparent that all variables under study underwent significant increase.

Further, in order to find determinant factors for the quality of the teachers' professionalism as

agent of learning, the Regression Test with Step Wise Model was done giving the result as presented in Table 3 below:

Table 3. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.739 ^a	.547	.509	1.09630
2	.901 ^b	.811	.777	.73855
3	.959 ^c	.921	.897	.50245
4	.975 ^d	.951	.929	.41547

a. Predictors: (Constant), Enthusiastic

b. Predictors: (Constant), Enthusiastic, Cooperative_correlative

c. Predictors: (Constant), Enthusiastic, Cooperative_correlative, be_prof_teacher

d. Predictors: (Constant), Enthusiastic, Cooperative_correlative, be_prof_teacher, Clear_meaningful_task

It is apparent from the result of the regression analysis above that out of the 10 independent variables, there are 4 determinant models as independent variables which affected the teachers' quality as agent of learning appropriate with their respective error standard. The size of the effect of

the enthusiasm variable (Model 1) to the level of teacher's quality as agent of learning is 50,90%, the size of the effect of enthusiasm variable and cooperative-correlative (Model 2) to the level of teacher's quality as agent of learning is 77,70%, the effect of enthusiasm and cooperative-correlative

variables and the level of teacher's professionalism (Model 3) to the level of teacher's quality as agent of learning is 89,70%. Lastly, the size of the effect of enthusiasm and cooperative-correlative variables, the level of teacher's professionalism, clarity and

meaningfulness of tasks in the training (Model 4) to the level of teacher's quality as agent of learning is 92,90%.

The level of significance of each model is shown in the following table.

Table 4. Result of Anova^c in Significance Test of the Effect of Independetn Variable

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.381	1	17.381	14.461	.003 ^b
	Residual	14.423	12	1.202		
	Total	31.804	13			
2	Regression	25.804	2	12.902	23.653	.000 ^c
	Residual	6.000	11	.545		
	Total	31.804	13			
3	Regression	29.279	3	9.760	38.658	.000 ^d
	Residual	2.525	10	.252		
	Total	31.804	13			
4	Regression	30.250	4	7.563	43.811	.000 ^e
	Residual	1.554	9	.173		
	Total	31.804	13			

a. Dependent Variable: agen_pembelajaran

b. Predictors: (Constant), Antusiastic

c. Predictors: (Constant), Antusiastic, Cooperative_correlative

d. Predictors: (Constant), Antusiastic, Cooperative_correlative, Be_Prof_teacher

e. Predictors: (Constant), Antusiastic, Cooperative_correlative, Be_Prof_teacher, Clear_meaningful_task

Based on the test result of ANOVA as presented in Table 4 above, out of 10 independent variables, 4 models with 4 variables become determinants for teacher's development as agent of learning, while the other 6 variables were put aside from model for being insignificant. Model 1 obtains $F = 14.461$ with significance level of 0,003; meaning that the enthusiasm variable becomes the determinant for teacher's development as agent of learning in the Personnel Training and Development model training with the effect of 50,90%. Model 2 obtains $F = 23.653$ with the significance level of 0,000; meaning that enthusiasm and cooperative-correlative variables become the determinants for teacher's development as agent of learning in the Personnel Training and Development model training with the effect of 77,70%. Model 3 obtains $F = 38.658$ with the level of significance = 0,000; meaning that enthusiasm variable, cooperative-correlative variable and the level of teacher's professionalism become determinants for the teacher's development as agent of learning in the Personnel Training and Development model with the effect of 89,70%. Model 4 receives $F = 43.811$ with the level of significance = 0,000; meaning that enthusiasm variabel, cooperative-correlative, level of teacher's professionalism, clarity and meaningfulness of tasks in the training become determinants for teacher's development as agent of learning in the Personnel Training and Development model with the effect of 92,90%.

Discussion

The development of Personnel Training and Development model which at the beginning consisted of five phases was modified into three phases, namely 1) preliminary study

(analyzingtraining problems), 2) planning and model development (formulating and developing training objectives, selecting training materials, learning media, training methods and techniques, and setting up curriculum and units, training subject matters, training topics, and implementation), 3) model validation (evaluating training outcome). After completing the first and the second phases, model validation was done (phase 3) by measuring process the process and the result of the training of the Elementary School teachers, that includes measuring the level of efficiency, and the effectiveness and success of the training to develop teacher's ability as agent of learning. It is apparent that the Personnel Training and Development model has been proven efficient and effective as supported by the data.

A training model is considered effective when it is able and based on a curriculum, approach and strategy appropriate with the teacher participants' needs and the problems they encounter. Four determinant variables for the success of the training have proven to contribute almost 93% and become prioritye training, namely: enthusiasm, cooperative-correlative, level of teacher's profesionalism, and clarity and meaningfulness of tasks in the training. It means that Personnel Training and Development Model will be successful when 1) the curriculum or the quality of the training materials and method enable participants to build enthusiasm, and clarity and meaningfulness of tasks in the training, and 2) the application of cooperative learning, the materials are related to problems of the Elementary School where the teachers work. The findings have confirmed the effectiveness of the constructivistic theory through the application of the Personnel Training and Development Model.

The training model, which consists of five phases of activities and which are then modified into three phases, enables teacher participants to not only absorb knowledge and skills, interact to deepen their knowledge and skills as well as to do reflection what they have learned, but also to build new knowledge which is useful for the teacher's tasks. In other words, the five elements which become prerequisites for a training design to be successful have been fulfilled.

A teacher, let alone an alumnus of the Distance Education Program of Satya Wacana Christian University, with a strong private vision continuously asks to clarify their intention why he has decided to choose the teaching profession. A teacher will love change is ready to face the challenges of the 21st century, that makes him to continuously renew his primary task and function as a professional teacher. The teacher, when he participates in a meaningful training and relevant to his primary task and function along with his problems, performs cooperatively with challenging materials, will help develop his competence as agent of learning. Moreover, when he is supported with good quality and meaningful training tasks, it is no surprise that it gives positive effects considerably to his competence as agent of learning.

Conclusion

The Personnel Training and Development Model for the alumni of the Distance Education Program, Wonosobo chapter has been efficient and effective with data support. Based on the data analysis, out of 10 variables under study, there are 4 model determinants which bring about significant increase. The effects of independent variables on the development of teacher's professionalism as agent of learning are enthusiasm (model 1), cooperative-correlative variable (model 2), level of teacher's professionalism (model 3), and clarity and meaningfulness of tasks during the training (model 4). These variables have proven to be effective in developing teachers to become agent of learning through personnel training and development model with the effect as much as 92,90%. Consequently, therefore, this model may be implemented in other groups in order to increase teacher's qualifications entering the 21st century for the sake of educational advance, especially that of the elementary schools.

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