

DEVELOPING A MODULE OF TEACHERS' PROFESSIONALISM BASED EFFECTIVE TEACHERS' THEORY

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Abstract

This study aimed at developing a module of teachers' professionalism based effective teachers' theory which valid, practical and effective. The development of this module used ADDIE Model. The research was conducted in SMP Negeri 7,15 and 35 Palembang. Data were collected through observation, interview, questionnaire, and test. The data were analyzed by using qualitative and quantitative approach. The results showed that teachers have started to know and understand how to manage the classroom effectively after they gain insight from the module on teachers professionalism based on effective teachers' theory. The module was also valid, practical and effective after being tested.

Keywords: Module, Teacher Professionalism, Teachers' Effectiveness Theory

INTRODUCTION

In the learning process there many obstacles especially teachers who teach at SMP Negeri 7, 15 and 35 Palembang. There are teachers who can handle them well, but many are not able to cope well (Principal SMP Negeri 7, 15 and 35 Palembang). This is due to many factors, both internal and external factors. In fact, often encountered teaching and learning process does not achieve the goals and objectives of learning.

In line with the above according to Sani (2017: 43) whatever the reasons and causes that cause it, the learning process that does not achieve the target can be regarded as ineffective learning. One cause of the ineffectiveness of this learning process is because the teacher is not effective. Furthermore, Marland in the book "Guru Powerful" written by Sukadi (2016: 14) suggests that a teacher can be said effective if he has an attentive and unyielding attitude, the explanation is easy to understand, and able to manage the class well. Meanwhile, Jogyanti (2007: 33) argued that the effective teacher is a teacher who can improve all the ability of students to a more positive direction through his teaching. Meanwhile, according to Sukadi (2016: 15) the effective teacher is a teacher who is able to utilize all the potential that exists within himself and outside himself to achieve learning objectives. From some understandings, it can be concluded that the effective teacher is a teacher who has attention to the students, able to manage the class and the explanation is easily to be understood by learners so the learning objectives can be achieved.

According to some sources above, teachers should be able to equip themselves with the ability as a professional teacher so the learning process can be run effectively and practically. This is because the teacher in the learning process plays an important role. Teachers are not only serving as models for learners, but also as learning organizers. Teachers are also called walking curricula. Thus, the effectiveness of the learning process

lies in the teacher's shoulder. Therefore, the success of a learning process is determined by the quality or ability of teachers. In other words, teachers are crucial to the success of learners because of the strategic position of teachers as teachers, mentors, and guides learners in learning. In order for the teacher's duties to behave properly, the teacher must be professional in teaching.

One of the responsibilities of teacher is to improve students' achievement and learning outcomes (Fatimah, 2008: 16). However, it is still often the case that students' learning outcomes are less satisfactory, although teachers have tried with various attempts using methods or learning models. Therefore, teachers should have the skills to choose and set appropriate learning models and in accordance with the material and learning objectives.

To equip the teacher's professional skills requires the effectiveness of teacher-based theory by using modules in the learning process given. The learning module is a systematic and compelling teaching material that includes material content, methods and evaluation that can be used independently to achieve the expected competencies. According to Goldschmid (1988) Anwar (2010: 11) the learning module as a kind of planned learning activity unit, designed to help students complete certain goals. Modules are a kind of programming package for learning purposes. In line with the opinion Winkel (2009: 472) states that a learning module is a teaching package that contains a unit of concept rather than learning materials. Module teaching is an individual teaching-learning effort that allows students to master a unit of lesson material before he/she moves on to the next unit.

By wider knowledge, teachers should have professionalism in teaching so the quality of education can be improved. In the world of education, the term teacher is not a strange thing. According to the old view, the teacher is a human figure who should digugu and imitated. Digugu in the sense of all his words can be trusted, in imitation means all his behavior must be an example or role model for society (Sukadi, 2016: 8).

According to Rochman (2011: 4) the teacher directly confronts the learners to transfer knowledge and technology as well as educate with positive values through unparalleled guidance and exemplary. The existence of teachers in education is crucial, because the obligation not only transfer knowledge, but also required to internalize the values to learners.

Teachers' professionalism is the key to the smooth and successful learning process at school. Because only professional teachers can create an active situation of learners in learning activities. Professional teachers are believed to be able to deliver learners in learning to discover, manage, integrate acquisition, and solve problems related to knowledge, attitudes, and values or life skills. Professional teachers are believed to be able to make learners think, act and act creatively.

The teacher's professionalism form should be shown when the learning process takes place. There are three missions that the teacher must run on the learning process. According to Zahroh (2015: 36) the three missions are a professional mission, humanity mission and civic mission.

Based on the relevant study, Baso (2015) in his journal entitled "Factors Influencing Teaching-Learning Effectiveness" explains that the key to success in the teaching and learning process is in the ability of the teacher to deliver the learning

materials provided. Professional teachers in the teaching and learning process are able to create a conducive learning climate.

Furthermore, Susanti's research (2016) in her journal entitled "The Effectiveness of the Management of Professional Development" said that the quality of teachers has not been optimal in the process of realizing professional competence post training, especially in action research, the ability of mastery subject matter in depth is still limited. This is due to the weak interest of teachers in optimizing the use of references to develop teaching skills and concept development. Mastery of learning theories and principles of educational learning are still limited including an understanding of ideology in education. The establishment of teacher competence is an ongoing process including post training. Professional teachers continue to develop and construct their knowledge both through practice and through literature studies. Only a small percentage of teachers have a high interest in literature search, scientific studies on an ongoing basis.

Based on the relevant sources of study, the researcher intends to conduct research in developing a module of teachers' professionalism based effective teachers' theory. This is the basis for the researcher, due to many equations of previous studies with current researchers. That the need for improvement in the learning process provided by teachers who teach at SMP Negeri 7,15 and 35 Palembang for the learning process that is given effective and practical.

RESEARCH METHODS

This research was development research. According to Sugiyono (2014: 407), suggests that development research is a research method used to produce a particular product, and test the effectiveness of the product.

This research is conducted related to the objectives of the research above which to develop teacher professionalism module based on effective teachers' theory which valid, practical and effective. In this case, development research is used to develop learning tools that are valid, practical and effective for students in learning and presenting information. Based on the above description, the research on teacher professionalism module development based on effectiveness teachers' theory focuses on teacher's research. Then learning process is run well, practical and effective according to each teacher's professionalism.

Data analysis is done by using qualitative and quantitative approach. Data in the form of suggestions and criticism from experts and subject teachers are analyzed with qualitative approach, while module feasibility data and opinion about module suitability is processed by quantitative descriptive approach. To analyze data about the feasibility of the module by using questionnaire done with steps as follows:

Perform tabulation of assessment data

Calculate the average score of each indicator by the formula:

$$x = \frac{\sum X}{N}$$

Information:

x = Average score

N = Number of test subjects

$\sum X$ = Total score

Sums up the average score of each aspect

Qualitatively interpret the average number of scores of each aspect using the following 5 scale scale conversion formula:

Table

Conversion Guidelines Average Number of Scores Effectiveness and Practicality Module by using Questionnaire (Azwar, 2012: 163)

No	Score Range	Value	Category
1.	$Mi + 1,50Sbi < X$	A	Very effective and practical
2.	$Mi + 0,50Sbi < X \leq Mi + 1,50Sbi$	B	Effective and practical
3.	$Mi - 0,50Sbi < X \leq Mi + 0,50Sbi$	C	Quite effective and practical
4.	$Mi - 1,50Sbi < X \leq Mi - 0,50Sbi$	D	Less effective and practical
5.	$X \leq Mi - 1,50Sbi$	E	Very Less effective and less practical

Information:

X = ideal means

Maximum score is ideal = the number of indicators x the highest score

Minimum score is ideal = the number of indicators x the lowest score

Mi = ideal ideal deviation = $1/6$ (min score - min score)

To know the collected questionnaires were analyzed by using Likert Scale. According Sugiyono (2017: 107) suggests that to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. In development research, this social phenomenon has been specified specifically by the researchers, hereinafter referred to as research variables. With the Likert scale, then the variable to be measured is translated into a variable indicator. Then the indicator is used as a starting point to arrange the items of the instrument that can be a statement or question. In development research of teachers' professionalism module based on effective teacher's theory, the answer of each instrument using the Likert scale from very positive to very negative that is (a) Always, (b) Frequently, (c) Sometimes, (d) never, with each assessment weight as follows (Sugiyono, 2017: 107):

Always = 4

Often = 3

Sometimes = 2

Never = 1

PROCEDURES DEVELOPMENT

The objective to be achieved in this research is to develop teacher professionalism module based on effective teacher's theory, valid, practical, and effective. Development of this module using ADDIE Model from Dick & Carey learning development by following this steps:

Needs Analysis Phase

This phase is to examine the purpose of the product to be developed. The product to be developed is module. The researcher will conduct curriculum analysis to determine the product according to the curriculum requirement. The curriculum analysis will produce themes adapted to the Competence of Content and Basic Competencies. In addition, this phase will define and define modules that will be developed in one specific program unit. The program unit can be defined as one lesson year, one semester, or just one standard of competence.

Product Design Phase

The results of the next needs analysis will determine the product design to be developed. The design of the product should be manifested in the drawing or chart, so it can be used as a handle to judge and make it (Sugiyono, 2014: 413). The product design stage of its activities involves determining the module component, the concept of delivery and organizing the materials, the type of tasks assigned, the evaluation questions, the drawings, the articles, the examples, as well as the module layout. This stage will produce the initial product design in the form of a module that has previously been made preparation of product assessment instruments to be a guide in designing the product.

Validation and Evaluation Phase

This phase is the core phase in the form of a series of assessment of product development. Pre-validation phase is done by consulting the initial product to the supervisor to get initial input. The pre-validation phase is useful for assessing the feasibility of the product before it is assessed by the validator. Design validation is an activity process to assess whether the design of products to be developed rationally will be more effective than the old or not (Sugiyono, 2014: 414).

Final Product Phase

This phase will produce the final product in the form of a revised module based on critiques and suggestions from the validation and evaluation phase. The final product is ready to be mass-produced and deployed as a module in the learning process. In this research the development is only up to the formative evaluation phase. The result of formative evaluation is done as input or input to improve the initial product.

RESULTS AND DISCUSSION

Module is a way of organizing learning materials that pay attention to the function of education. Strategy of organizing learning materials containing Sequencing which refers to the making of the sequence of presentation of subject matter, and Synthesizing which refers to the effort to show the learners the relevance of the facts, concepts, procedures and principles contained in the learning materials. Modules should be able to increase the motivation of learners to learn independently therefore the module should consider the characteristics required as a module include 1) Self-Instruction; 2) Self-Contained; 3) Stand Alone; 4) Adaptive; and 5) User Friendly (Ministry of National Education, 2008: 4).

To design learning materials, there are five categories of capabilities that learners can learn, namely verbal information, intellectual skills, cognitive strategies, attitudes, and motor skills. The strategy of organizing learning materials consists of three stages of thinking process, namely concept formation, concept interpretation, and application of principles. These strategies play a very important role in designing learning. Usefulness can make students more interested in learning, students automatically learn to start from prerequisites, and can improve learning outcomes.

Smaldino, et al (2011: 280) also describes the benefits of learning by applying modules such as (1) Determining self-speed. Students can complete the material based on their own speed, by being tested and developing in regular intervals; (2) Total Packaging. The biggest advantage is that a module is an integrated teaching package; there is no necessity to try to bring the whole material together in order to meet the goals of learning so as to save valuable and often less costly teaching time than individual material; (3) Validated. Modules are tested and validated prior to deployment; with such a large number of clients, vendors can invest in curriculum research and development.

Based on the above description, it can be concluded that the benefits gained by learning with the application of modules are very numerous and varied, depending on the packaging and the validity of the module itself which will be applied. Daryanto (2013: 11) explains that in order to produce modules that can improve teacher professionalism, module development should take into account the characteristics required as modules.

Self Instruction

It is an important characteristic of the module, with it enabling one to learn independently and not to depend on others. To fulfill the character of self-instruction, the module must: (a) Include clear learning objectives, and can describe the achievement of Basic Competency and Competency Standards; (b) Loading learning materials packed in small / specific activities units, making it easier to learn them thoroughly; (c) Available examples and illustrations that support the clarity of exposure to learning materials; (d) There are practice questions, tasks and the like that make it possible to measure the mastery of learners; (e) Contextual, in the material presented in relation to the mood, task or context of the learners' activities and environment; (f) Using simple and communicative language; (g) There is a summary of instructional materials; (h) There is an assessment instrument, which enables learners to conduct self-assessment; (i) There is feedback on the assessment of learners, so that learners know the level of mastery of the

material; (j) There is information on references that support the intended learning materials.

Self Contained

Modules are said to be self-contained when all required learning materials are contained in the module. The purpose of this concept is to give learners the opportunity to learn the learning materials thoroughly, because the learning materials packed into a unified whole. If there is to be a division or separation of material from one standard of basic competence, it should be done carefully and taking into account the breadth of the basic competency standards that the learners must master.

Stand Alone

Stand alone is a characteristic module that is not dependent on other teaching materials and media, or should not be used in conjunction with other teaching materials and media. By using modules, learners do not need other teaching materials to learn and work on the tasks in the module. If learners are still using and relying on other teaching materials other than the modules used, they are not categorized as stand-alone modules.

Adaptive

Modules should have a high adaptability to the development of science and technology. It is said to be adaptive if the module can adjust the development of science and technology, as well as flexible use in various hardware.

User Friendly

Modules should also meet the rules of user friendly or friendly with the wearer. Every instruction and exposure of information that appears to be helpful and friendly with the wearer, including ease of user in responding and accessing as desired. The use of simple language, easy to understand, and use of the term commonly used, is one form of user friendly. In addition to these characteristics, to produce learning modules that can play the role and role in effective learning.

According Zahroh (2015: 37) professionalism comes from the word profession which means a field of work by someone. Furthermore Rusman (2011: 8) argues that the position of the teacher is a profession of honor and noble. Teachers devote themselves and devoted to the intellectual life of the nation and improve the quality of the whole Indonesian people, namely the faithful, cautious, and noble, and mastered science and technology in realizing a quality society. Its main tasks are to educate, guide, train, and develop curriculum (curriculum tools). A profession is a job or job that requires a certain skill. That is, professional positions cannot be performed or held by any person who is not trained and not specially prepared to do the job. Rather through a process of education and training that is prepared specifically for the field it carries. For example, a professional teacher who has teacher competency through teacher education such as (S1-Primary School Study Program, S1-Education, AKTA Education) obtained and special education for that field. The competence of the teacher is addressed through what is called professionalization done either before a person undergoes the profession (preservice training or pre-service) or after undergoing an in-service (profession).

The professional term in general is a person who gets a wage or salary of what is done, whether done perfectly or not (Yamin, 2007: 23). In this context that professional is

a teacher is a professional job is supported by a particular science in depth that may only be obtained from the appropriate educational institutions so that its performance is based on scientifically held scholarly (Sanjaya, 2008: 17). Thus a teacher needs to have special abilities, abilities impossible for non-teachers. Furthermore Santyasa (2014: 5) argues that teacher professionalism is often associated with three important factors, namely teacher competence, teacher certification, and teacher professional allowance. These three factors are the background that is allegedly related to the quality of education.

Teacher's professionalism is the condition, direction, value, purpose and quality of a skill and authority in the field of education and teaching relating to the work of a person who becomes a livelihood. Meanwhile, professional teachers are teachers who have the required competencies to perform educational and teaching tasks. In other words, it can be concluded that the understanding of professional teachers is a person who has the ability and special skills in the field of teacher so that he is able to perform duties and functions as a teacher with maximum ability. Professional teachers are well-educated and trained people, and have rich experience in their field (Kunandar, 2007).

Professional teachers proven by their competence will encourage the realization of process and product performance that can support the improvement of education quality. Competent teachers can be proved by the achievement of teacher certification along with adequate professional allowances according to the size of Indonesia. Today, there are a number of teachers who have been certified, certified, professionally granted, and will receive a professional allowance. The fact that teachers have been certified is the basis of strong assumptions that teachers have competencies. Teacher competence includes four types, namely (1) pedagogical competence (2) professional competence, (3) social competence, and (4) personality competence.

Based on the above description, the authors conclude that the professionalism of teachers is a field of work owned by someone who has taken education level (SPG, D.III, S1, S2 and S3) and experts in their field. Teachers as learner agents must have competence, and competence will be realized in the form of mastery of knowledge and professional in performing its function as a teacher.

According to Sani (2017: 23) competencies required teachers can be obtained either through formal education or experience. Competencies that must be possessed by teachers in accordance with the existing law shall include academic qualifications, competencies, certificates of educators, physically and mentally healthy, and have the ability to realize the goals of national education.

Furthermore Kurniasih (2017: 36) argued that the competence of teachers in question is a series of knowledge, skills and behaviors that must be owned, experienced, mastered and actualized by teachers in performing professional duties. Competence of teachers is holistic which includes among others: pedagogic competence, personality competence, social competence and professional competence obtained through professional education.

Furthermore Yusutria (2016: 37) suggests that professional teachers are teachers who are able to (1) plan, implement and evaluate learning outcomes; (2) continuously improving academic and competency qualifications; (3) objective and non-discriminatory action based on gender, religion, likes, racial and certain physical, or family background, and socio-economic status of learners in learning (4) upholding legislation and the code of ethics teachers, as well as religious and ethical values; and (5) nourish and accumulate

national unity and unity. Based on the above description, the authors conclude that what is meant by the competence of teachers is the ability of teachers obtained through formal education and experience is holistic in carrying out its duties as a teacher covering pedagogic competence, personality competence, social competence and professional competence.

In the perspective of national education policy, the government has formulated four types of teacher competence as stated in the Explanation of Government Regulation no. 19 of 2015 on National Education Standards. According to Kurniasih (2017: 41) the four competencies that must be possessed by a teacher are as follows (1) Pedagogic competence, namely the ability in the management of learners; (2) Personality competence, a steady, stable, mature, wise and prudent personality of the educator, authoritative, noble, exemplary for learners and the community, evaluating their own performance and developing themselves sustainably; (3) Social competence, ie the ability of educators as part of the community to communicate spoken and written, using communication and information technology functionally, socialize effectively with learners, fellow educators, education personnel, parents/guardians of learners and sociable with local communities; (4) Professional competence, that is the ability of mastery of learning material in wide and depth which include structure concept, and scientific method, technology, art that coherent with teaching materials, school curriculum, concept relation among related subjects, application of concepts science in daily life and professional competence in a global context while maintaining national values and culture.

Slavin (2011: 221) suggests that teachers can be called professionals if they have 14 (fourteen) characteristics, as follows (1) Knowing the Characteristics of Learners; (2) Mastering Learning Theory and Educational Principles of Education; (3) Curriculum Development; (4) Educational Learning Activities; (5) Understanding and Developing Potentials; (6) Communication with learners; (7) Evaluation and Evaluation; (8) Acting in accordance with Religious, Legal, Social and National Norms; (9) Showing Adult and Exemplary Persons; (10) Kerta ethos, high responsibility and pride in being a teacher; (11) Be Inclusive, Objective, and Non-Discriminatory; (12) Communication of Teachers, Educators, Parents Learners and Society; (13) Mastery of material of concept structure and scientific mindset that support the subjects being taught; (14) Develop profession through reflective action.

Furthermore Zahroh (2015: 45), a teacher can be said professional if it has the following characteristics (1) The intellectual ability gained through education. Education is the level of higher education. The minimum requirement to become an academic teacher is S1. The higher the level of education the teacher takes the better. In addition, teachers are more professional, because teachers are directly knowledgeable; (2) Have specialist knowledge. Knowledge of specialization is a specificity of mastery of a particular field of knowledge. Anyone can be a teacher. But not everyone can be a true and professional teacher. The real teacher is the teacher who has the specification of the subject matter and the mastery of the correct learning methodology; (3) Have work techniques that can be communicated or communicable. A teacher should be able to communicate properly should a professional teacher. Communication delivered by the teacher must be communication that has meaning, solid content, and clear, so that the message can be understood by learners only, but also used to communicate with

superiors, colleagues, guardians, and with the community around the school; (a) Having a code of ethics; (b) Professional culture.

Furthermore Kurniasih (2017: 25), pedagogic competence, is the ability of mastery of learning materials widely and deeply covering: (1) Concept, structure, and method of science, technology, art that coherent with teaching materials; (2) Teaching materials in the school curriculum; (3) Conceptual relationship between related subjects; (4) Application of scientific concepts in everyday life; and competition professionally in a global context while maintaining national values and culture.

Covey (1994) in his book "The Seven Habits of Highly Effective People", outlines that there are seven very effective human habits. These seven habits illustrate the internalization of the right principles that form the basis for lasting happiness and success. The seven most effective human habits are (1) proactive thinking; (2) have a clear vision and mission (goal); (3) understand priorities; (4) think win-win (win-win) in dealing with others; (5) understand before being understood/caring for others; (6) implement synergy (happy to work together); (7) sharpening saws (always learning all the time).

Effectiveness basically shows on the level of achievement of results, often or always associated with efficient understanding, although there is actually a difference between the two. Effectiveness emphasizes the results achieved, while efficiency is more on how to achieve the results achieved by comparing the input and output (Siagian, 2011: 24).

Effectiveness in general shows to how far the achievement of a goal that first determined. This is in accordance with the notion of effectiveness according to Kenneth (2005) in his book entitled "Effective Instructional Strategies: From Theory to Practice" states that "The effectiveness of a measure that states how far the target (quantity, quality and time) has been achieved, or greater the effectiveness of a measure that states how far the target (quantity, quality and time) has been achieved, or the greater the percentage of targets achieved, the higher the effectiveness.

The same thing is expressed by Kenneth (2005: 8) who mentions that effective teachers are the four main skill areas for effective teaching. Effective teachers (1) engage in quality planning and preparation, (2) preparing a positive classroom environment, (3) using proven learning techniques, and (4) showing professional behavior. This area of expertise comes from the work of Educational Testing Service (ETS) in the development of Praxis III. Praxis III: Classroom Performance Assessments are used to assess actual teaching skills and classroom performance. This field of skills is based on a constructivist approach to learning and is based on formal analysis of the important tasks that teachers need.

According to Kenneth (2005: 9) states that many people consider to be an effective teacher that must have an understanding of the content. They assume that so knowing the content of a teacher should tell the other teacher. In reality it is only part of the instructional process. Effective teachers should spend a lot of time and planning on energy, materials, and evaluation elements related to content teaching. According to Kenneth (2005: 9) that the need for effective teachers is (1) Knowledge of content and pedagogy (know the subject and how to teach it); (2) Student knowledge (know how students learn and grow); (3) Ability to achieve instructional goals (set appropriate expectations); (4) Knowledge of resources (can find materials and people who will improve teaching); (5) Ability to design instruction (can plan an effective lesson plan)

and; (6) Ability to design student evaluations (can design fair and competitive evaluations).

Effective teachers should carefully organize these elements into a coherent teaching plan. Furthermore Sondang cited (Othenk, 2008: 4) effectiveness is the utilization of resources, facilities and infrastructure in a certain amount consciously set before to produce a number of goods for services activities undertaken. Effectiveness indicates success in terms of whether or not the target has been achieved. If the results of activities approaching the target means the higher the effectiveness. In line with that opinion, Abdurahmat in Othenk (2008: 7) effectiveness is the utilization of a certain amount of resources, facilities and infrastructure that are consciously established in advance to produce some work on time.

Implementation of teaching and learning process in the classroom is the main task of teachers that must be implemented effectively. Teachers perform the learning process effectively will also affect the quality of teaching and learning achievement of students. This is understandable because the effectiveness is related to the achievement of all objectives that have been set previously. According to Mulyasa (2013: 9) the success of education is educational productivity that can be examined on the achievement or effectiveness and on efficiency. That is, educational productivity can be seen from the achievements, effectiveness and efficiency of work carried out by educational personnel.

Furthermore Hamalik (2014: 11) argued that the effectiveness of teachers in carrying out their duties, the implementation of teacher duties is said to be effective when there is efficacy in teaching and learning process done, resulting in a dynamic balance between the quality and quantity of learning by utilizing funds and resources available. Conversely, learning is said to be ineffective if in the process of learning there is no balance between the quality and quantity of learning with resources and funds used or in other words a learning process is said to be effective if (1) there is a change in cognitive behavior in students, (2) there the balance between the quality and quantity of learning materials, and (3) the learning process can take place by utilizing the available funds available effectively. Conversely the learning process is said to be ineffective if it cannot meet the criteria that have been mentioned. Thus, based on the description can the authors conclude that the effectiveness of teachers are teachers in carrying out their duties, the implementation of teacher duties is said to be effective when there is efficacy in teaching and learning process done, resulting in a dynamic balance between the quality and quantity of learning by utilizing funds and resources available.

According to Kenneth (2005: 9) suggests that an effective Master must create and maintain an environment in which learning can take place. Danielson (1996) in Kenneth (2005: 9) finds classroom environmental planning that enables positive student learning experiences requiring skills: (1) Creating an environment of respect and rapport (creating teacher-student relationships and caring colleagues); (2) Establish a culture for learning (creating an environment in which learning is valued and meaningful experiences occur); (3) Managing the class (successful in the management of business class); (4) Managing student behavior (effectively responding to appropriate and inappropriate student behavior) and; (5) Organizing physical space (use of classroom positively).

Further modules that have been designed, consulted and discussed with experts (school supervisors and supervisors). The validated aspects can be seen in the following table:

No	Aspect	Method of collecting data	Instrument
1	The material in the module	Providing questionnaires (validation sheet) to experts (school supervisors and supervisors)	The validation sheet
2	Presentation		
3	Language		

The validation results show that teacher professionalism module based on effective teacher's theory included in valid criterion. This means, the developed Module can measure what should be measured appropriately. According to Djaali (2008) which states that an instrument is said to be valid if the instrument can be used to measure what should be measured.

The teacher professionalism module based on effective teachers' theory is valid based on the result of the validator's assessment. The material in the module has been in accordance with the analysis of teacher needs. Teachers need modules about (1) relevant learning concepts about the characters and competencies required by learners for their future; (2) learning models in the 2013 curriculum; (3) assessment methods and techniques (4) good questioning/evaluation methods.

From the analysis of the next requirement made product design in the form of modules. Presentation of modules in the design in such a way include the module components, the concept of delivery and organizing the material, the type of task given, the question of evaluation, drawings, articles, examples, and module layout, so that teachers using the module can understand and do not find constraints in understanding it.

The sentences used in this module are in conformity with the Indonesian rule. Sentences used are easy to understand by the user module, the sentence used in the presentation of the module does not give a double meaning (ambiguous).

To answer "Is teacher professionalism module based on effective teachers' theory practical and effective?" Has been tested module in the form of training, beginning of training given problem as pretest, then after training given problem back as posttest. From the pretest and posttest results it can be concluded that the module user (in this case the teacher) does not get the constraints that mean in understanding the contents of the module. Module is very useful for teachers in implementing the teaching-learning process, so the teachers are able to manage the class, the explanation is easily understood by learners and ultimately the learning objectives can be achieved.

CONCLUSION

The results of this study indicate that teacher's professionalism module based on teacher's effectiveness theory has been valid based on the assessment of the validator seen from the aspects of the material in the module, presentation, and language. This module is also practical and effective based on user ratings (teachers) who greatly benefit from the module in the implementation of teaching and learning process.

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