

Original Article

The Effect of Focus Group Discussion (Fgd) Toward Professional of Teacher Economics Development in Vocational School in Surabaya

Waspodo Tjipto Subroto, Yoyok Soesatyo, Bambang Suratman

Universitas Negeri Surabaya

Received Date: 23 July 2020

Revised Date: 02 September 2020

Accepted Date: 08 September 2020

Abstract - Teacher professional development needs to be carried out on an ongoing basis by utilizing various existing facilities and opportunities, including Focus Group Discussion (FGD), a means for economics teachers at Vocational School in Surabaya to exchange information or peer learning for fellow teachers in improving their profession. This study aims to describe the effect of FGD on the development of the economics teacher profession at SMK Surabaya. Data collection using questionnaires and interviews. The respondents' appointment used cluster area sampling techniques, namely Central, West, East, North, and South Surabaya, each represented by 20 teachers so the sample of this study was 100 Economics teachers in the city of Surabaya. Data collection techniques use (1) Questionnaire (2) interviews. The data analysis technique applied the WarpPLS model to describe the influence of the FGD on the development of the economics teacher profession at SMK Surabaya. Based on the results of research and discussion of data collected, conclusions can be made, including: (1) facilities in the holding of FGD affect the development of the teaching profession, (2) the quality of resource persons guiding FGD activities influences the development of the teaching profession, (3) motivation of participants FGD is very influential on the development of vocational teacher professions in Surabaya. A suggestion put forward: FGD organizers need to pay attention to facilities and facilities that support the smooth and comfortable implementation of FGD activities. The resource persons who guide and assist FGD activities are suggested figures of quality and experience in learning innovation so that they become examples and role models and increase the motivation of participants to participate in FGD activities.

Keywords - FGD, Teacher Economics, Professional Development, Vocational School.

I. INTRODUCTION

Education has a massive role in improving the quality of Human Resources because education has a great responsibility in building, fostering, and developing Indonesian people's quality run in a structured, systematic, programmed and sustainable manner. The teacher's role as

a dominant factor in education also needs to develop the quality of the profession in a programmed and sustainable way. In the Law of the Republic of Indonesia, Number 14 the Year 2005 concerning Teachers and Lecturers said that "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education through formal education, basic education, and secondary education." Wina (2009) argues that teachers must be professional and knowledgeable and teach their knowledge to others so that people have an increase in the quality of their human resources. The progress of science and technology has given rise to a new paradigm in achieving success, namely by competition. According to Mangkunegoro (2005), the increasingly sharp competition challenges in the era of globalization require continuous improvement of teachers' professional quality to increase competitiveness capabilities professionally and sustainably. The era of globalization is changing the nature of work from amateurs to professionalization in all fields and aspects of life. Included in the global change is the teaching profession. In accordance with the demands of changing global society, teachers' task is also demanded by professionals in their fields (International Education, 2009). Professional teachers are not just tools for transmitting culture but are transforming culture into a dynamic culture that requires mastery of science and technology, high productivity, and quality of work that can increase competitiveness.

Government policy in continuing to improve professional quality for educators is very important because many problems exist in the world of education, especially various efforts to improve the quality of education and the quality of the teaching profession, still face obstacles. Various seminars, training, workshops, and Focus Group Discussions (FGD) on an ongoing basis continue to be carried out to enhance the professional development of teachers and other education personnel. It also encourages teachers to carry out further studies regularly to continuously improve the quality of the teaching profession.



Focus Discussion Group (FGD) or which can be translated freely as Discussion Groups is a vehicle for activities carried out by teachers through a collaborative and ongoing inquiry process in solving problems stemming from learning activities and around efforts to improve the professional quality of teachers FGD, according to Sahudi (2009) seeks to establish a business between educators who are individual or collective towards a higher level of professionalism and develops its influence on all educational entities, with the ultimate goal of learning activities conducive to students. The involvement of educators in the Focus Discussion Group activities, according to Stoll (2006), will lead to the realization of empowerment for all elements in an educational entity, especially for the teaching teams in creating a continuous learning process. The role of u, including economics teachers is very important in improving academic quality and academic experience that needs to be improved on an ongoing basis. Economics teachers have academic qualifications, competencies, educator certificates, are physically and physically fit, and can realize national education goals. To improve the capabilities of economics teachers, the Surabaya City Education Office has collaborated with Postgraduate Unisa to improve academic qualifications by sending economics teachers for further study to graduate school, and various educational activities such as training, workshops, seminar Focus Group Discussion (FGD) for teachers Surabaya City economy. This well-established collaboration is to update the competencies of economics teachers so that their academic experience increases continuously. Thus the quality of professionalism will be realized in implementing learning in the classroom to obtain innovative and creative learning on an ongoing basis. The problems above are summarized in the formulation of the problem: (1). How is the influence of the Focus Discussion Group (FGD) facilities on developing the economics teacher profession at the Vocational School in Surabaya? (2). How is the influence of the quality of the resource persons in the Focus Discussion Group (FGD) activities on developing the economics teacher profession in the Vocational School of Surabaya ?, and (3). How is the teacher's motivation to participate in the Focus Discussion Group (FGD) in Vocational School in Surabaya?

II. LITERATURE REVIEW

A. Teacher Professional Quality

The quality of the teaching profession is closely related to the competencies it has as an educator. Professional competence is one of the essential abilities that must be possessed by a teacher. There are several views of experts regarding professional competence. According to Cooper (2006), there are four components of professional competence, namely:

- Have knowledge about learning and human behavior,
- Know and master the field of study in his guidance,
- Have the right attitude about yourself, school, colleagues, and the field of study he fostered,
- Has a skill in teaching techniques.

Competence is a rational behavior to achieve the required goals in accordance with expected conditions. The state of authority or eligibility requires legal provisions. The teacher's competency of the ability of a teacher to responsibility performs his or her duties appropriately. Teacher competence is the ability of a teacher to carry out their obligations responsibly and adequately. Then the competence is the ability and authority of the teacher in carrying out the teaching profession.

One key to improving the quality of education is located in the teacher. This is because teachers are at the central point of every reform effort in the world of knowledge that leads to qualitative changes. Attempts made in improving the quality of education include in the perspective of national policy, the government has formulated four types of teacher competencies, as stated in the explanation of Government Regulation Number 19 of 2005 concerning National Education Standards, in Article 28, paragraph 354, it is stated that competency as an agent of learning at primary and secondary education and early childhood education which includes: pedagogical competence, personality competence, professional competence, and social competence.

a) Pedagogical Competence

Pedagogic comes from Greek, namely *paedos*, which means boy, and *agogos*, which means to deliver, guide. *Makapedagogik* literally helped boys in the Yunanikuno era whose work took their employer's children to go to school. Pedagogic competencies that must be mastered by teachers include teacher understanding of students, design, and implementation of learning, evaluation of learning outcomes, and student development to actualize the various potentials they have.

b) Personality Competencies

Competencies related to the personal behavior of the teacher himself, who later must have noble values, so that radiated in everyday behavior. Personality competence, according to Government Regulation No. 19 of 2005, in Article 28 paragraph (3), is the ability of a steady, stable, mature, wise personality and authoritative and be an example for students and morals.

c) Social Competence

A teacher is like any other human being, a social creature, who, in his life, is side by side with other humans. *Gurudih* expected to set a good example of the environment by carrying out their rights and obligations as part of the surrounding community. The teacher must have a high social spirit, easy to associate with, like to help, and not vice versa as an individual who is closed and does not care about the people around him.

d) Professional Competence

It is a set of abilities and skills in the mastery of subject matter in-depth, intact, and comprehensive. Professional competence is also the ability to master in-

depth learning material and have various expertise in the field of education. Professional teachers are teachers who have the competencies required to carry out educational and teaching tasks.

B. Teacher Professional Development

Teacher professional development is an effort made by teachers together with schools and education stakeholders in an ongoing manner to develop themselves toward the ideal quality as a professional teachers who can inspire students' optimal achievement. Teacher capacity building is increasingly attracting the attention of education stakeholders. Facing the dynamics of change so quickly and the need for high-quality standards, it is very important for teachers, more than ever before, to adjust and continue to improve their skills through learning capacity-building programs. Many ways are done by teachers to adjust to change, either individually, in groups, or in a system managed by the institution.

In the professional development of teachers, Syaefudin and Kurniatun (2006) provide several principles that need to be considered in the implementation of development for education staff are:

- Performed for all types of education personnel, both for structural, functional, and technical personnel.
- Oriented to changes in behavior in order to improve professional skills and to carry out daily technical tasks according to their respective positions.
- Done to encourage the increased contribution of each individual to educational organizations.
- Pioneered and directed to educate and train someone before and after taking office.
- Designed to meet the demands of growth in positions, professional development, problem-solving, remedial activities, maintenance of work motivation, and educational organization resilience.
- Development regarding career paths should be adjusted to the categories of each type of teaching staff itself.

The Directorate General of Primary and Secondary Education of the Ministry of National Education (2005) mentions a number of alternative teacher professional development programs, including:

a) Teacher Education Qualification Improvement Program

In accordance with applicable regulations that minimum teacher education qualifications S1 from the teacher program, there are still teachers who do not meet these requirements.

b) Equalization and Certification Program

This program is intended for teachers who teach not according to their educational background or do not come from teacher training.

c) Competency-Based Integrated Training Program

The proposed training program is training according to the teacher's needs, which refers to competency guidance. During this time, the implementation of training is partial, and the development of material often overlaps, consumes a lot of time, energy, and cost, and is less efficient.

d) Educational Supervision Program

The main characteristic of supervision is a change in the direction of a better, positive teaching and learning process more effectively and efficiently. The school supervision environment has quite a strategic role in improving teacher work performance, which in turn will improve school performance.

e) Subject Teachers Empowerment Program (MGMP)

MGMP is a forum or a forum for professional activities of similar subject teachers in the studio and in each school, which consists of two elements, namely deliberations and subject teachers.

f) Teacher Symposium

Besides MGMP, there is another forum that can be used as a place to share experiences in solving problems that occur in the learning process, namely the symposium. Through this forum, teachers are expected to disseminate creative efforts in problem-solving.

g) Other Traditional Training Programs

This training generally refers to one specific aspect that is actual and important to be known by teachers, for example, Contextual Teaching and Learning (CTL), Education Unit Level Curriculum, classroom action research, writing scientific papers, and so on.

h) Read and Write a Journal or Scientific Work.

Journals or forms of scientific work are continuously produced by individual authors, educational institutions, and other institutions.

i) Participate in Scientific Meetings

This activity can be done by each teacher independently. What is needed is how to motivate himself to participate in various scientific meetings.

j) Conduct Research (Specifically Classroom Action Research).

Classroom Action Research (CAR) is a systematic study conducted by teachers in collaboration with or not with education experts in order to reflect and improve learning practices continuously and is also an appropriate strategy to improve teacher professionalism.

k) This internship is for beginners.

The form of training is pre-service or in-service for junior teachers to gradually become professional teachers through the internship process in certain classes.

l) Following the Actual News from the News Media.

Careful selection of radio and television programs and frequent reading of newspapers will also increase teacher knowledge about the latest development of the educational process.

m) Participate and Be Active in Professional Organizations.

Participating in professional organizations or communities will also increase the professionalism of a teacher. Professional organizations will usually serve their members by building good and close relationships with the public, be it private, industrial, or otherwise.

n) Promoting Cooperation with Peers.

Collaboration with peers is very beneficial for the development of teacher professionalism. Many things can be solved and done thanks to cooperation such as classroom action research, participating in scientific activities, and other professional activities.

According to Sudarwan Danim (2007) that the development of teacher professionalism is intended to meet three (3) needs, namely:

- Social Needs this need is a need to improve the ability of an efficient and humane education system and to adapt to the preparation of social needs.
- The need to find ways to help educate staff in order to develop their personality extensively.
- The need to develop and encourage his personal life, such as in helping students develop desires and beliefs to meet personal needs in accordance with their basic potential.

Soetjipto and Kosasi (2009) said that the development of teacher professional attitudes could be carried out during pre-service education and after serving (in office), including:

i) Professional development during pre-service education.

In pre-service education, teacher candidates in a variety of knowledge, attitudes, and skills needed in their work later. Because of their unique assignments, the teacher is always a role model for their students and for the surrounding community.

ii) Professional development while in office.

The development of a professional attitude does not stop when prospective teachers have finished receiving pre-service education. Many efforts can be made in order to improve the professional attitude of teachers in the service period as a teacher. This increase can be done in a formal way through activities following the upgrading, workshops, seminars, or other scientific activities, or informally through mass media television, radio, newspapers and magazines, and other publications. This activity can not only increase skills knowledge but also improve teacher professional attitude.

C. Focus Discussion Group (FGD)

Government policies in developing education are carried out in a sustainable manner through the following principles:

- Nation-building and national character that starts from building Indonesian human subjects as a whole are the embodiment of Pancasila.
- Developing Indonesian people specifically is the responsibility of national education institutions and efforts in realizing educational institutions. Teacher professional development is a program that involves teacher collaboration in a sub-team, which in general can form a very strong learning environment for teachers. In the learning community, teachers can exchange their own experiences and ideas, develop and discuss new materials, and can receive feedback from fellow teachers. Telling stories with colleagues is an effective way to develop the teaching profession. Teachers learn by telling their problems or experiences to peers by collectively reflecting hands-on experience and receiving feedback from peers. Then these results get a collegiality relationship between teachers and coworkers and can determine success in the learning community.

According to Peppers (2003), The focus of group discussions or learning groups strongly supporting the teaching profession shows that there are many factors that illustrate the importance of group learning and teacher professional development such as continuous learning, exploration, collaboration, empowerment, and effective leadership which are important elements in maintaining a learning community. in schools. So academically effective schools successfully support and implement new paradigms in group learning as a means to improve teacher teaching and student learning performance. Learning groups mean the effectiveness of programs in learning in particular and in general. Effective school learning groups can lead to significant changes in culture and teaching practices such as increased use of student-centered and authentic pedagogical learning approaches and a higher level of social support for achievement. Teacher collaboration refers to professional collaborative and cooperative practices and activities that involve teachers in achieving educational goals. Effective collaboration within a learning community culture is recognized as a very important component in the development of the teaching profession for student success. Then the culture of the learning community becomes an important component in supporting the professionalism of a teacher. A professional learning group is a group of people who actively discuss, look for connections, combine knowledge and unite, and perfect understanding of group learning.

Every teacher must have good competence. A teacher must have an empathetic attitude with colleague teacher colleagues, be willing to adapt and be accepted by their professional environment, be responsive to various shared problems, be contributive, and be willing to listen to

others. This attitude is really needed by every teacher, especially those who wish to continue to improve quality on an ongoing basis, which can only be done with a Focus Discussion Group (FGD) group. There are three main functions of the FGD, including First, building, and managing knowledge. Second, formulating formulations that will be shared by all members of the organization to be implemented, as well as formulating outcomes formulations that students must achieve. Third, maintaining aspects of school culture that are important to maintain and even continue, as well as the norms and learning that must be carried out. This study group encourages members who continually seek and share in learning and doing what they learn. The purpose of this action is to increase their effectiveness as professional people, and the impact is directed at the benefits for students.

D. Sustainable Self Development

Teacher Performance (Job Performance) is a number of results of activities that have been carried out or will be carried out by the teacher according to his profession as a teacher. Suman (2005) defines performance as "something that is done or a product/service produced or given by someone to a group of people." Rao (in Mulyasa, 2007) argues that performance is the result of ability and effort. Meanwhile, according to Porter (2006), performance is a successful role achievement that a person gets from his actions. Performance is the behavior that is displayed by individuals or groups.

In achieving something, someone is usually motivated by performance. Motivation is an important element that must be owned by everyone. Because the role of motivation can function as a driver of performance. Performance is the capacity that a person has to do or complete a job. Business is the time and energy expended by a person to achieve his motivation. At the same time, motivation is hope, desire, impulse, the urgency to achieve something. Motivation is defined as an attitude (accept/reject) related to interests, abilities, skills, or strengths. In relation to someone, motivation is meant as a person's ability, ability, or strength to carry out the tasks for which they are responsible. A person's ability is basically the result of a learning process, which includes aspects of knowledge, attitudes, and skills. According to Gagne (1992), learning outcomes are changes that include cognitive, attitude, and psychomotor. Likewise, the opinion of Krathwohl (1994) states that learning outcomes include three domains, namely: (a) cognitive, (b) effective, and (c) psychomotor, which is often also called the taxonomy of educational objectives. An ability that includes these three aspects will affect one's performance, which in turn will affect the level of organizational success, in this case, the quality of education.

McClelland (2001) states that there is a positive relationship between work motivation and one's performance. This means that every employee who has high work motivation will produce high work performance

as well. Likewise, empowerment has a positive relationship with one's motivation. Techniques to motivate teacher performance, according to Prabu Mangkunegara (2005), include: (1) needs fulfillment techniques, (2) persuasive communication techniques. Meeting the needs of teachers is a fundamental foundation for work behavior. Management might not be able to motivate teachers without meeting adequate needs. According to Maslow (2005), the hierarchy of teacher needs includes physiological needs, security needs, social needs, self-esteem needs, and self-actualization needs.

Teacher professional development and career, including education staff in general, are carried out through various strategies in the form of education and training (training) or not training, among others as follows:

- a) Education and Training
- b) Activities are other than education and training.
 - Discussion of educational problems This discussion is held regularly with the topic of discussion in accordance with the problems experienced at school. Through regular discussions, teachers are expected to be able to solve the problems they face related to the learning process at school or to improve their competency and career development.
 - Seminar The participation of teachers in seminar and coaching activities Scientific publications can also be a model of sustainable development for improving teacher professionalism. This activity provides an opportunity for teachers to interact scientifically with their professional colleagues.
 - workshop is conducted to produce useful products for learning, competency improvement, and career development. Workshops can be carried out in the activity of compiling the Education Unit Level Curriculum (KTSP). Curriculum Analysis, Syllabus Development, Writing of Learning Implementation Plans (RPP), and others.
 - Research can be done by teachers in the form of action research class, experimental research, or other types.

Based on the background of the problem and the basic theoretical framework in this study, the following hypotheses can be formulated:

- Increasing the qualifications of teacher education in economics will bring a significant influence on improving student learning outcomes.
- The academic experience of the economics teacher influences student learning outcomes.
- Increasing the ability of economics teachers and academic experience affect the student learning outcomes.

III. RESEARCH METHODS

This study was designed with the expo facto research model, which is to explain, based on reality, how the role

of the implementation of the Focus Discussion Group (FGD) in the development of the vocational economics teacher profession in Surabaya. The focus of this research is the influence of the quality of the implementation of the Focus Discussion Group (FGD) in the development of the vocational economy teacher profession in Surabaya. The population in this study were all economic education teachers in vocational high schools serving in the city of Surabaya, which totaled 342 people in various sub-districts in the city of Surabaya (Diknas Kota Surabaya, 2016). While the appointment of samples by cluster technique based on area, that Surabaya Region is divided into 5

clusters (middle, north, south, east, west). With each cluster determined 20 respondents so that the total sample size of $5 \times 20 = 100$ samples. Data analysis uses 2 types: 1) Descriptive analysis, and 2) Multivariate regression analysis with SEM models. Data collection techniques through a survey were conducted.

IV. RESULTS AND DISCUSSION

A. a) Model Fit and Quality Indices

In the WarpPLS analyses, there are several sizes of Model Fit and Quality Indices that will be explained as follows:

Tabel 1. Model Fit and Quality Indices

Number	Model fit and quality indices	Fit Criteria	Analysis Result	Note
1	APC	$p < 0,05$	0,284 (P<0,001)	Good
2	ARS	$p < 0,05$	0,557 (P<0,001)	Good
3	AARS	$p < 0,05$	0,543 (P<0,001)	Good Enough
4	AVIF	acceptable if ≤ 5 , ideally ≤ 3.3	2,047	Ideal
5	AFVIF	acceptable if ≤ 5 , ideally ≤ 3.3	2,108	Ideal
6	GoF	small ≥ 0.1 , medium ≥ 0.25 , large ≥ 0.36	0,571	Large
7	SPR	acceptable if ≥ 0.7 , ideally = 1	1,000	Ideal
8	RSCR	acceptable if ≥ 0.9 , ideally = 1	0,9	Accepted
9	SSR	acceptable if ≥ 0.7	0,7	Accepted
10	NLBCDR	acceptable if ≥ 0.7	1,000	Ideal

From the table above, when there is Chi-Square sensitive to the number of samples taken by researchers, it can be seen through the other Goodness of Fit criteria with $I \geq 90$ (Ghozali, 2014). That is, from the fit test results of the AVIF model, AFVIF, when acceptable if = 5 and ideal = 3.3, it is considered ideal because it is still included in the Goodness of Fit criteria when ≥ 90 .

b) Variable Profile

The information conveyed on the variable profile is a combination of the identification of important indicators based on the factor load value (loading factor) with the empirical condition of the variable based on the average score.

Tabel 2. Profil Variabel X1, X2, X3, dan Y

Number	Indicator	Factor Loaded	Average Score	Suggestion
1	Consumption (X1.1)	0,675	4,17	Maintained
2	Location (X1.2)	0,747	4,11	Maintained
3	Media (X1.3)	0,763	4,23	Maintained
4	Means(X1.4)	0,768	3,85	Enhanced
5	Expert(X2.1)	0,812	3,82	Immediately Improved
6	Leader(X2.2)	0,759	3,98	Enhanced
7	Peer Reviewer (X2.3)	0,852	3,92	Immediately Improved
8	Benefit (X3.1)	0,849	3,93	Immediately Improved
9	Interest (X3.2)	0,766	3,94	Enhanced
10	Achievement (X3.3)	0,809	3,94	Immediately Improved
11	Application of innovative learning models (Y1.1)	0,784	3,98	Enhanced
12	Implementing CAR(Y1.2)	0,715	3,94	Enhanced
13	Presentations at the scientific Forum (Y1.3)	0,635	4,11	Maintained
14	Experiences in attending seminar workshop (Y1.4)	0,807	4,02	Maintained
15	Scientific Publication Experiences (Y1.5)	0,499	3,65	Maintained

When the factor loading gets bigger, it indicates that the indicator is getting stronger and reflects or becomes an important indicator in the variable. From several variables. Important indicators are:

- FGD Activity Facility Variables (X1) with important indicators are Media (X1.3) and Facilities (X1.4) with each load factor, namely 0.763 and 0.768, with good media conditions to be maintained and adequate facilities and should be improved.
- The variable quality of the FGD resource (X2) with an important indicator is the Peer Reviewer (X2.3), with a factor load of 0.852 with a fairly good condition and must be improved immediately.

- Motivation Variable Following the FGD (X3) with an important indicator of Benefit (X3.1) with a factor load of 0.849 with good enough conditions and should be improved immediately.
- Teacher Professional Development Variable (Y) with an important indicator is the experience of attending Seminars / Workshops (Y1.4) with a factor load of 0.807. This indicator has good conditions to maintain.

c) Hypothesis Testing Results

The result of analyses, Path Coefficients, and P-Values of the data collected can be explained in Table 4.3.

Tabel 3. Path Koefisien dan P-Values

Variable	Facility Activities		Quality of Resource		Motivation to Follow		Teacher Professional Development
	Path Koefisien	P-Values	Path Koefisien	P-Values	Path Koefisien	P-Values	
Facility Activities	-	-	-	-	-	-	-
Quality of Resource	-	-	-	-	-	-	-
Motivation to Follow	-	-	-	-	-	-	-
Teacher Professional Development	0,278	0,002	0,368	<0,001	0,207	0,015	-

Based on the results of the analysis above, the hypothesis about the relationship between variables is explained, namely:

- Effect of FGD Activity Facility (X1) on Teacher Professional Development (Y) with a path coefficient of 0.278 and $p = 0.002$. Since p is less than 0.01, it is said to be Highly Significant, so the hypothesis is accepted.
- Influence of the Quality of FGD Resources (X2) on Teacher Professional Development (Y) with a path coefficient of 0.368 and $p < 0.001$. Since p is less than 0.01, it is said to be Highly Significant, so the hypothesis is accepted.
- Effect of Motivation Following FGD (X3) on Teacher Professional Development (Y) with a path coefficient of 0.207 and $p = 0.015$. Since p is less than 0.05, it is said to be significant, so the hypothesis is accepted.

B. Discussion

a) Effect of FGD Activity Facilities on Teacher Professional Development.

The facilities or facilities that support FGD activities are proven to influence the improvement and development of vocational teacher professions in Surabaya. Adequate facilities such as a comfortable activity room, LCD, and laptop that are ready to use and consumption during FGD activities strongly support the development of the teaching profession. This means that teachers can participate in FGD activities with fun and are supported by adequate learning media or activities so that teachers can capture or

receive messages and information conveyed by the speakers. The cool and clean room of FGD activities and sufficient lighting influences the enthusiasm of teachers in participating in FGD activities. Likewise, adequate consumption makes FGD participants more relaxed while still serious, supported by the provision of adequate consumption.

b) Effect of FGD Resource Quality on Teacher Professional Development.

In the FGD activities, the speakers were very influential in the development of vocational teacher professions in Surabaya. Qualified FGD resource persons support the enthusiasm of participants in participating in learning innovations delivered by resource persons. The quality and experience of resource persons' inadequate learning innovation will encourage FGD participants to imitate and follow in the footsteps of the experiences and insights of sources in the development of learning innovation in developing their profession. Teachers often need to obtain figures that are considered professional and of quality so that they are worthy of imitation. For that, organizing FGD activities, it is necessary to bring qualified and professional resource persons to be worth emulating by FGD participants.

c) Effect of Motivation Following FGD on Teacher Professional Development.

Motivation is a quite dominant factor in influencing the development of the teaching profession, like other professions. With high motivation in participating in FGD

activities, teachers can develop their profession in accordance with the development of science and technology. High motivation in participating in FGD activities will bring participants to the situation expected by the speakers. Fostering the motivation of FGD participants is certainly not an easy thing for the speakers to do. But that should not be an obstacle in encouraging the enthusiasm of participants in participating in FGD activities. The speakers certainly understand the important role of FGD participants' motivations, so of course, they will always try to increase the enthusiasm and motivation of FGD participants in participating in the activities and materials of the speakers.

V. CONCLUSION

Based on the discussion of the results of the study, it can be concluded as follows:

- A. FGD activity facilities have a significant effect on the Professional Development of Vocational Teachers in Surabaya.
- B. The quality of FGD resource persons has a significant effect on Teacher Professional Development.
- C. Motivation Following FGD has a significant effect on the Professional Development of Vocational Teachers in Surabaya. Some suggestions from this research are:
 - FGD organizers are expected to provide adequate facilities (discussion room, LCD, Laptop, AC ATK).
 - FGD organizers are advised to present qualified and professional FGD Resources.
 - The speakers are requested to provide motivation and support for FGD participants.

ACKNOWLEDGMENTS

The author would like to thank the Director of Postgraduate Universitas Negeri Surabaya for support of funding and motivation, so for Albrian Fiky for the data collection and analyses of this research. The authors also thank students of economic education postgraduate for their assistance in the elaborative of data of this research. The author also wishes to thank the anonymous reviewers whose suggestions helped improve the manuscript.

REFERENCES

- [1] Alma, Buchari, Professional Teachers Mastering Methods and Skilled Teaching. Bandung: Alfabeta, (2008).
- [2] Ali Imron., Teacher Coaching in Indonesia. Jakarta: Reader Jaya., (2005).
- [3] Ministry of National Education., Three Main Pillars of the Education Development Strategic Plan., Jakarta: Ministry of National Education.l (2006)
- [4] Surabaya City Education Office., Education Guidebook for 2009. Surabaya: Surabaya City Education Office Public Relations., (2009).

- [5] Deny Surya Saputra., Relationship Between Competence of Teacher Professionalism and Teacher Performance in Tangerang High School, Journal of Psychology, 9(2) (2011) 71.
- [6] Ferdinand, Augusty., Structural Equation Modeling. AMOS 4.0, Semarang: Diponegoro University., (2000)
- [7] Harris, Richard., Personnel Administration in Education (3rd)". Boston: Ally and Bacon, Inc., (2002)
- [8] Jerome S. Arcaro., Quality in Education: An Implementation Handbook., New York: St. Lucie, Press., (2005).
- [9] Khomaruddin Bashori, et al., Teacher Capacity Development." Jakarta: Heritage Alphabet, (2015).
- [10] Mulyasa., Competency-Based Curriculum: Concepts, Characteristics, and Implementation, Bandung: PT Youth Rosdakarya., (2003).
- [11] Sahudi., Guidebook for Education in 2009. Surabaya: Public Relations of the City of Surabaya"National Education., (2009).
- [12] Steers, Richard M., Motivation and Work Behavior, New York: McGraw-Hili, Inc. International Education, 2009. Highlights from the Second World Congress of international education. Washington DC: Universal Education., (2001).
- [13] Langbein, Laura Irwin., Discovering Whether Programs Work: A Guide to Statistical Methods for Program Evaluation, Santa Monica: Goodyear Pub. Company.,(2002).
- [14] Leap, T.L, and Crino, M.D., Personnel / Human Resources Management. New York: Macmillan Publishing Company., (2002).
- [15] A. Antony Raj, Dr. K. Chinnappan, "Teacher Entrepreneurship for Problem-Free Working Environment ,SSRG International Journal of Economics and Management Studies 4(5) (2017) 1-3.
- [16] Mulyasa, E., Becoming a Professional Teacher; Creating Creative and Enjoyable Learning." Bandung: Youth Rosda Karya., (2005)
- [17] King Mangkunegoro., Human Resource Performance Evaluation, Bandung: Refika Aditama., (2005).
- [18] Steers, Richard M., Motivation and Work Behavior, New York: McGraw-Hili, Inc., (2001).
- [19] Stoll L. et al., Professional Learning Community: A Review of the Literature, Journal of Education Change., 7(2) (2006) 221-222.
- [20] Soetjipto and Rafilis Kosasi., Teaching Profession, Jakarta: Rineka Cipta., (2004).
- [21] Sudradjat, Hari., School-Based Quality Improvement Management. Improving the Quality of Education Through the Implementation of the CBC, Bandung: Cipta Cekas Grafika., (2005).
- [22] Law Number 20 of 2003 The National Education System, Propagated by Publisher Citra Umbara Bandung., (2003).
- [23] Law Number 14 of 2005 ,Teachers and Lecturers." Propagated by Publisher Citra Umbara Bandung., (2005)
- [24] Udin Syaefudin Saud., Teacher Professional Development, Bandung: Alfabeta., (2011).
- [25] Sudarwan Danim., Educational Innovation in Efforts to Increase the Professionalism of Education Personnel. Bandung: Loyal Reader., (2002).
- [26] Sudjana.,Regression and Correlation Analysis Technique., S. Bandung: Tarsito. (2003).
- [27] UNESCO., (2002). Financing Education: Investment and Return (Analysis of the World Education Indicator 2002. Paris: UNESCO Institute for Statistics., (2002).
- [28] Wina Sanjaya., Learning in the Implementation of Competency-Based Curriculum, Jakarta: Kencana Prenadamedia Group., (2005).
- [29] World Bank. 2003. Education in Indonesia: From Crisis to Recovery. Washington, DC: East Asia and Pacific Regional Office., (2003).