ABSTRACT
In the current era, the development of education has undergone many transformative changes, such as the integration of technology in learning processes, improvements in educational facilities, innovative teaching methods, and a shift in teachers' paradigms towards professionalism. This study aims to assess the professional status of geography teachers in public and private high schools in Jombang Regency and analyze how teachers' perceptions of professional development phases influence their performance. Data collection methods included observations, questionnaires, interviews, and documentation to provide a comprehensive analysis. The results indicate that geography teachers in both public and private schools exhibit varying levels of professional competence, with notable differences influenced by their perceptions of professional development. Teachers with a positive view of professional growth phases tend to perform better in teaching and student engagement. The discussion elaborates on these findings, highlighting the importance of continuous professional development and supportive institutional policies to enhance teacher performance and educational outcomes.

KEYWORDS
Professionalism, teacher performance, phases of professionalism

INTRODUCTION
Teachers (educators) play a pivotal role in determining the success of education, especially in Indonesia, where their influence is critical in shaping educational outcomes. According to Demirkasimoğlu (2010), teachers are the most important component in achieving quality education outcomes. Therefore, improving education quality must be grounded in enhancing the quality of teachers. The Indonesian government's effort to enhance teacher quality includes...
professionalizing teachers through a structured certification process (Kawuryan et al., 2021; Pramana et al., 2021). Based on Ministerial Regulation No. 18/2007 on the certification of teachers in positions, teaching certificates are awarded to teachers who pass competency tests and portfolio assessments (Tonga et al., 2019). Professional allowances are also granted to those who succeed (Ezenwoke et al., 2020). Higher portfolio and competency scores increase the likelihood of teachers passing certification, thereby incentivizing continuous professional development (Ghamrawi et al., 2023).

Observations in the field often reveal that many teachers are not fully committed to their profession, and there is a noticeable lack of motivation among teachers to improve their teaching quality. For instance, during the core learning process, many teachers merely transfer knowledge to students without engaging them effectively (Trinidad et al., 2020). Additionally, when creating learning tools such as lesson plans and syllabi, the primary objective often seems to be administrative compliance rather than enhancing teaching quality, despite these tools being crucial for improving instruction (O'Keefe et al., 2020). This raises concerns about teachers' motivation to enhance their teaching practices (Zhang et al., 2021). Data from the 2017 Teacher Competency Test (UKG) indicated that teachers scored an average of 69.55, which is below the satisfactory threshold of 70. The UKG assesses teachers' pedagogical and professional competencies, with pedagogical competence focusing on the ability to effectively manage student learning (Syamsuri et al., 2020).

The researchers chose to link teacher performance and the professionalism phase due to the observed shift in Indonesia's learning methods from teacher-centered to child-centered approaches and the emergence of a collaborative culture among geography teachers. The collegial professional phase, which marks the start of a collaborative culture and the formation of teacher organizations, aligns with these changes (Esterhazy et al., 2021). In the post-professional phase, teachers are increasingly required to act as facilitators, enabling students to independently seek knowledge and materials with the support of technology (Ahadi et al., 2021). This research aims to help teachers identify their professional position and serve as a guide for continuous improvement in their roles as educators.

**METHOD**

This research employs both quantitative and qualitative methods to describe the professionalism of Geography teachers in public and private high schools in Jombang Regency. The purpose of this study is to determine the professionalism of these teachers and to examine how their perceptions of professional phases affect their performance. A mixed-methods approach was chosen to provide a comprehensive understanding of the research problem, allowing for the triangulation of data and ensuring a more robust analysis (Harrison et al., 2020).

Data collection techniques included observation, interviews, and documentation. Researchers first conducted observations at public and private high schools in Jombang Regency. Following the observations, instruments were administered, and interviews were conducted and documented. The sample comprised 50 geography teachers from public and private high schools, selected using stratified random sampling to ensure representation across different school types.
Quantitative data were analyzed using descriptive statistics and inferential analysis to identify patterns and correlations between variables. Qualitative data from interviews and documentation were analyzed thematically to provide deeper insights into teachers’ perceptions and experiences. The integration of quantitative and qualitative methods allows for a more nuanced understanding of the factors influencing teacher professionalism and performance (Hennessy et al., 2022). This mixed-method approach is justified as it combines the breadth of quantitative analysis with the depth of qualitative insights, offering a comprehensive view of the research problem (Tzagkarakis & Kritas, 2023).

RESULT AND DISCUSSION

The implementation of this study involved 30 geography teachers from 16 public and private high schools in Jombang Regency. The purpose of analyzing the variables in this study is to determine the professional phase of the teachers and the distribution of respondents to the questionnaire. It also aims to understand the teachers’ perceptions of the collegial professional phase and the post-professional phase. Based on the results of the research and data analysis, the professional phase of the teachers was measured using a questionnaire distributed to 30 respondents, supported by interview and observation data. The results indicate that 40.33% of teachers have a positive perception of the collegial professional phase, and 59.67% of teachers have a positive perception of the post-professional phase. Therefore, it can be concluded that the professional position of geography teachers in Jombang Regency predominantly falls within the post-professional phase.

In the post-professional phase, educational and social changes and developments suggest that teacher professionalism and professional development are becoming more expansive, flexible, and democratic. This phase is characterized by increased economic efficiency in schools, as evidenced by interview results from geography teachers who explained that schools have managed funds more efficiently, such as in salaries and learning support tools (Beach & Arrazola, 2020; Dhaliwal & Bruno, 2021; Evans & Acosta, 2023). Additionally, teacher salaries have become more competitive based on qualifications, meaning that teachers with higher qualifications receive higher salaries (Lee & Lee, 2020). Licensing and certification of teachers, as mandated by Ministerial Regulation No. 18/2007, further support this phase (Mensah et al., 2020). Most geography teachers in Jombang district have obtained their licenses and certifications, which also contribute to their welfare (Afhami, 2021). The regulation specifies that professional teacher competencies are assessed through ten components, including academic qualifications, education and training, teaching experience, learning planning and implementation, appraisals from superiors and supervisors, academic achievements, professional development work, participation in scientific forums, organizational experience in education and social fields, and awards relevant to the field of education (Goodwin, 2020; Karlen et al., 2021).

CONCLUSION

The professionalism of public and private high school geography teachers in Jombang Regency is predominantly in the post-professional phase, which entails a broader, more flexible, and democratic approach to education. In this phase, teachers are expected to continuously enhance their knowledge and mastery of
subject material, supported by the abundant technological developments and learning resources available. Out of 30 respondents, 59.47% were identified as being in the post-professional phase, while the remaining respondents were in the collegial professional phase. This phase also emphasizes the importance of teacher stratification and licensing for the welfare of teachers, addressing the uncertainties brought by changing times and culture, especially in economic and technological fields.

The second phase of professionalism positively impacts teacher performance by encouraging continuous professional development and adaptation to new teaching methods and technologies. This is supported by data analysis, which showed that the t-count value is greater than the t-table, indicating a significant effect as hypothesized by the researchers. The analysis also revealed that geography teachers in Jombang Regency have a favorable perception of both the collegial and post-professional phases.

However, this study has limitations as it was conducted solely among public and private high school geography teachers in Jombang Regency, which may limit the generalizability of the findings. The results suggest that by understanding their professional phase, geography teachers in Jombang Regency can develop guidelines to continuously improve their qualifications in line with technological and communication advancements.

REFERENCES


**AUTHOR**

**Theofilus Brian Christyanto**, an alumnus of the Geography Education undergraduate program, Department of Geography, Faculty of Social Sciences, Universitas Negeri Malang, Malang, Indonesia (email: theofilusbrianchristyanto@gmail.com).

**Dwiyono Hari Utomo**, is one of the professors in the field of Meteorology Climatology in the department of Geography, Universitas Negeri Malang, Malang, Indonesia (email: dwiyono.fis@um.ac.id).