

**INDEPENDENCE AND PERFORMANCE OF THE DEGREE PRIMARY SCHOOL TEACHER
(Study of Social Reality Independence and Teacher Performance Open University Graduates
in Bojonegoro Region)**

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ABSTRACT

Whether or not the quality of education is very dependent on who is running the education itself. The level of student achievement is also highly dependent on the quality of the teachers who carry out the learning to the learners. Education in Indonesia has made a new paradigm in addressing the low quality of education and achievements of learners through increasing academic qualifications for teachers who teach in primary school to high-school level. Improvement of qualification of teachers specifically focused on the most elementary school teachers from the School of Teacher Education qualification (SPG) and the Diploma -2 -1 to Strata education elementary school teacher (PGSD). To expedite the qualification of primary school teachers in Indonesia is required college organizes undergraduate program (S-1) PGSD with considerable capacity. To realize this the only alternative is the Open University as an institution of higher education distance that can accommodate a large number of students without being limited by space and time. This is because the Open University uses distance learning system with the concept of self-learning, so teachers who studied at the Open University does not have to leave his job as a teacher in the learning process.

With the concept of self-owned learning expected of teachers graduated from S-1 PGSD Open University is able to carry out his work in the learning process in school full independence in the face of all obstacles in school and in the community. The extent to which the independence of teachers is implemented in the learning process? And how the performance of primary school teachers graduated from the Open University in the school ?. Researchers are trying to find out "Independence and Elementary School Teacher Performance Tier One", Review of Social Reality Independence and Teacher Performance Open University Graduates in Bojonegoro Region. The respondents of teachers drawn from schools in urban areas to the suburbs in accordance with the criteria and character study. Independence (autonomy) and teacher performance is the focus of research. This research is using qualitative method in the analysis of the data and produced a substantive theory development. Data taken by observation, monitoring, and interviews in accordance with the method of qualitative research, the data on the independence of appropriate teacher competency responsibility, initiative, ability, satisfaction, and planning with indicators exist, and performance data of teachers regarding pedagogic , personality, social, and professional with accompanying indicators.

The role of informants consisting of Bojonegoro district education offices, school principals, peers, school committees, and learners are very significant in providing data completeness and refinement of research results. While the implications for existing theories is to provide a basic understanding of independence, according to some experts and based on existing research results, that independence is "independence means the state or the manner

in which a person believes in his ability and be able to ensure the parameters are there to resolve the issue with the free , intelligent and responsible, as well as produce work, initiative, sense, and copyright without the help of others. "

While the implications for existing theories of the performance is "faktualisasi maximum product between quality and quantity in the hope and reality"

Keywords: social reality, independence and performance

A. Introduction

Inadequate supply of teachers with undergraduate qualifications (S1) education of primary school teachers in Indonesia can not be separated on the Law of the Republic of Indonesia number 14 of 2005 on teachers and lecturers Master Chapter IV, Section unity; Qualifications, competence, and certification which reads:

a. Article 8: Teachers are required to have academic qualifications, competence, teaching certificate, physically and mentally healthy, and have the ability to achieve national education goals.

b. Article 9: Academic qualification as referred to in Article 8 obtained through a higher education degree program or diploma program four.

Furthermore, the Indonesian Government Regulation number 19 of 2005 on National Education Standards with the grace of God Almighty the President of the Republic of Indonesia, Chapter VI Standards Teachers and Education Personnel, Part One Educators, Article 29 point 2, stating that the educators in SD / MI, or other forms of equals have: a minimum education qualification of diploma (D-IV) or bachelor (S1), the background of higher education in the field of education SD / MI, other education, or psychology; and a certificate of the teaching profession for SD / MI. To realize the laws and regulations of the government in the role of higher education is challenged participating organization of education of primary school teachers to realize increased quality of teachers and the quality of education so as to produce better learning achievement didika participants increases. The quality of primary school teachers in Indonesia is very influential on the quality of education in Indonesia. Therefore, an alternative to improve the qualifications of teachers one of which is education through distance education system organized by the Open University. Why the Open University? , There are several reasons for choosing the qualifying Strata improve the education of primary school teachers (PGSD) at the Open University, namely:

a. Not restricted by space: space as well as a meeting place between students and professors are part of the conventional system, while is not limited by space in distance learning is the separation between students and lecturers. Students are faced with an existing module as a replacement and interact independently

b. Not limited by time: students can manage learning independently, morning, noon, or night, where and when there is time to learn to be able to set its own

c. Not limited by distance: distance learning knows no distance, anywhere, we are able to do their own learning

d. Not restricted by the year of graduation (from high school): lifelong learning, the students are not limited by the diploma has. As long as there is a will students be allowed to follow their own learning in UT

e. Can set the length of study according to his wishes: a student can determine how long the study will be completed in accordance with the circumstances of the students themselves

f. Not knowing drop out: the learning process at UT do not know to drop out because at UT runs lifelong education (long life education)

g. No need to leave work for that work: work and study the two are not mutually inhibit, because students can set their own learning and do not need space and time.

More than a decade on the law no.14 of 2005 and sweets no.19 of 2005 runs, primary school education in Indonesia already suitable meet.

national standards and qualifications of teachers in primary schools has reached the undergraduate education of primary school teachers (PGSD) from the Open University. From the results in some areas that the authors pemantauan visit include Bandung district, Temanggung town, district of Malang, Jember, and Bojonegoro, researchers are searching for undergraduate teachers graduated from the Open University in Bojonegoro for the following reasons;

a. The number of graduate teachers PGSD S1-UT 2016 in Bojonegoro increased up to > 3,000 or > 60% of the population of primary school teachers there.

b. Graduates S1 PGSD-UT in Bojonegoro able to realize an increase in the quality of education in primary schools

c. Teachers PGSD S1-UT graduates in general have demonstrated improved performance and better in education

d. Independence of teachers graduated from UT PGSD S1 in Bojonegoro increased significantly

e. S1 graduate teachers in Bojonegoro PGSD-UT is one of the pillars of the welfare and development in Bojonegoro

f. Gait teachers PGSD S1-UT graduates in the community, community organizations, and governmental agencies is a human resources contributed greatly in moving sustainable development in Bojonegoro

g. Population and sample S1 graduate teachers PGSD-UT that there is a form that is very representative as data retrieval.

The large proportion of primary school teachers graduated from the Open University, progress and improving the quality of primary school education, it makes very interested researchers to conduct research on "Independence and Teacher Performance Open University Graduates in Bojonegoro Region", in a study, namely; "Study of Social Reality Independence and Teacher Performance Open University Graduates in Bojonegoro Region"

1. Problem Formulation

Based on the existing description of the above, the researchers tried to formulate the problem as follows;

Problem Formulation Research

a. How to Independence Elementary School Teacher Open University graduates S1 PGSD in Bojonegoro?

- b. How Performance Primary School Teacher Open University graduates S1 PGSD in Bojonegoro?

Independence is referred to in the formulation of the problem is the independence that can provide added value from custom became independent in learning independence daily duties as a teacher in primary school with all the advantages and limitations that exist in the schools, to realize advanced education and achievement.

While the performance of the teacher in question is the extent to which the ability to apply pedagogical, personality, social, and professional in everyday teaching duties at the school in accordance with the circumstances that exist.

2. Objective

The purpose of the research is;

- a. Analyzing the independence of primary school teachers graduated S1 Higher Education Open Distance (PTTJJ) Open University in Bojonegoro
- b. Analyzing the performance of primary school teachers graduated from S1 PGSD Open University in Bojonegoro

3. Benefits Research

There are two benefits that wants researchers pointed out among others, is;

- a. Theoretical: Giving new paradigm values the concept of the independence of the teachers graduated PTTJJ (S1 PGSD-UT) in the development of science and technology with a meaning that can give meaning bermanfaat to improving the performance and quality of human resources.
- b. Practical: That graduates of the Open University distance education can be accepted as an alternative to all the people and the concept of independence is one of self-development to become a man of quality and high performance.

B. Reader Review

1. Definition of Independence

Independence psychologically and mentalist can be defined where the state of a person who in his life be able to decide and do something without help from others. Thus the ability possessed only possible if a person capable of thinking carefully about something done or decided, both in aspects of the benefits or advantages, as well as negative aspects and losses will be experienced Hasan Basri (2000: 53). Any activity undertaken by a person in order to succeed according to her wishes it needed the independence kuat. Menurut Brawer in Chabib Toha (1993: 121) independence is a feeling of autonomy, so that the sense of self behavior is a self-confidence, and a sense of autonomy is defined as behavior which are contained in a person arising from the strength of the inner urge is not influenced by others. According to Kartini Kartono (1985: 21) independence of the person looks at a person's face the problem. If the problem can be solved themselves without asking for help from parents and will be responsible for all decisions taken through the various considerations it shows that the person is able to be independent.

Such capabilities will only be obtained if a person is able to think very carefully about the things he was doing and decided, both in terms of benefits or disadvantages to be endured. Siswoyo (Zakiyah, 2000) defines independence as an individual characteristic actualize himself, being himself optimally, and dependence on a relatively small level. People are thus relatively free of physical and social environment. Although they depend on the environment to satisfy basic needs, all needs are met, they are free to make their own way and develop their potential. Widjaja (Hadipranata, 2000) states that there is a negative and significant relationship between confidence by seeking assistance to other parties.

Thus, a person who himself strong personality means a high degree of independence and on the contrary, a person whose personality themselves weaker, meaning lower levels of independence. Further explanation of this opinion is a description of some of the psychology of growth, such as Maslow, Rogers, Allport (1995) and some of the characters in personality psychology, such as Murray and Adler (1993).

2. The concept of self-reliance

According to Hanna Wijaya (1986), autonomy and independence are two different concepts. Autonomy is defined as an autonomous individual, that individual is an independent, not relying on the help of others who are competent and free to act. While autonomy refers to their belief in themselves the ability to solve problems without special assistance from others, aversion to in the control of others, can do their own activities and resolve their own problems. According to Lerner (1976) concept of independence (autonomy) includes the freedom to act, not dependent on others, is not affected by the environment and are free to set their own requirements. The concept of independence is almost similar to that proposed Watson and Lindgren (1973) which states that the independence (autonomy) is the freedom to take the initiative to overcome obstacles, persevering in effort and do your own things without the help of others.

Thus it can be stated that independence is the ability to control, regulate, or manage themselves. Teens who have the independence are characterized by their ability to be independent emotionally to others, especially to parents, able to take decisions independently and consistently against the decision, as well as the ability to use (have) a set of principles of right and wrong as well as the important and unimportant.

Ryan & Lynch (Hendriyani, 2005) argues that: "The autonomy is an ability to

Regulate one's behavior, to select and guide one's decision and action, without undercontrol from parent or dependence on parent ".Kemandirian is the ability to regulate behavior, selecting and guiding the decisions and behavior without coercion and control of a parent or parents *pengawasan*.

The capability means that an individual is able to manage its potential and ready to accept the consequences of decisions taken. Expressed also by Kartadinata (Hendriyani, 2005) that self-reliance as a motivational force within the individual to make decisions and accept responsibility for the consequences of that decision. The statement was corroborated by Siahaan (Ning, 2005) which explains that self-reliance is the ability to stand alone or exploring the potential in him, so as not to depend on others, both in formulating its needs, as well as in overcoming the difficulties and challenges faces as well as responsible and independent. Also argued by Conell (Hendriyani, 2005) that;

"Autonomy is experience of choice in the intuition, maintenance and regulation of behavior and the experience of connectedness between one's actions and personal goals and values". (Autonomy is a choice experience in intuition, maintenance and regulation of behavior and experience of connectedness between one's actions and personal goals and values).

Given the opportunity to start, selecting, maintain and regulate behavior, indicates the presence of a liberty for every individual who independently to determine their own behavior that he wanted to show, decisive step in his life, his purpose in life and the values that will be embraced and believed. As proposed by, among others:

a. Lerner (Budiman, 2006) gives the concept of self-reliance, which includes the freedom to act, do not depend on others, not affected the environment and are free to set their own requirements.

b. Expressed also by Steinberg (1993) that self-reliance is the ability of individuals to manage themselves. Independent individuals according to Steinberg is an individual who is able to manage itself. Steinberg (1993) suggests there are three aspects of independence, namely: a). Emotional autonomy, referring to not see the adults as people who know everything, do not rely on adults, individuated by its own judgment; b). Behavioral autonomy, changes in emotional intimacy; namely being able to make decisions based on our own judgment, reach decisions freely, the more abstract thinking; c). Value autonomy, characterized by the expression of right and wrong, important and unimportant, the belief in the principle of ideology, belief in the values of their own.

Individuals who have the independence to be able to choose their own without distracted by influences from outside himself, and is responsible for the decision. The notion of the independence that has been raised by some of the figures and the expert, can be taken essence that the term independence is defined as the ability to organize and screening behavior, guiding decisions and dare to be responsible for his decision itu. Secara brief can be seen that the substance of independence is the ability: a). Selecting, organizing and managing every action; b). Make decisions and initiatives to solve the problems facing ;; c). Feeling confident in doing their duties; and D). Responsible for what he did.

Independence as the task of development is very important in influencing the high or low motivation to work, for example if someone / teacher / student as tutoring. To be able to do his job as a tutoring, teacher / student must have independence as a form that it can stand alone as an individual, which does not depend on their parents or others. In addition, individuals who have a strong self-reliance will be able to be responsible, bold face problems and risks, and are not easily influenced or dependent on others, Nuryoto (1993b: 49).

Two criteria are proposed to indicate the end of youth and start of early adulthood is economic independence and self-reliance in making keputusan. Hal most recognized as a mark of adulthood is when someone gets a full-time job is more or less settled as a form of self-reliance. Obtain economic independence regardless of the parents usually take place gradually, and not an instant process. The ability to make decisions is another characteristic that is not fully awakened in young people, the decision-making broadly about careers, value-nilai, family and relationships, as well as lifestyle, Santrock, (2002: 73-74). Therefore, young people need the opportunity to learn and practice working experience that can help them become individuals who are able to stand alone in adulthood.

3. Characteristics of Self-Reliance

Based on the opinion of some of the figures above it can be stated that a person who has a strong personality himself some features of independence, namely:

a. Mempunyai desire to excel; b. Mempunyai desire to be free and independent; c. Mempunyai desire to affiliate; d. Mampu empathize with the good; e. Have a sense of responsibility.

While independence as one element in the personality, according Masrun (Zakiah, 2000) can be characterized as a person who has these characteristics: a. Bebas; b. Progresif and tenacious; c. Inisiatif; d. Control of the (internal locus of control), and the stability of self. While the characteristics of self-sufficiency by Spencer and Kass (in Ali, 2005) are: a. Mampu take the initiative; b. Mampu address the problem; c. Penuh perseverance; d. Memperoleh satisfaction of its business; e. Berusaha run anything without the help of others.

Meanwhile, according to Antonius (in Fatima, 2003: 145) features independent attitude include: a. Selalu oriented on quality and achievement; b. Mewujudkan actualization himself with hard work and focus; c. Providing the best attitude and actions towards what is being done; d. Bersinergi to contribute in achieving the goal; e. Berorientasi the goal-end by observing the process.

Based on the characteristics of independent attitude dikemukakan above, it can be stated that a person who is self-confident people, skills, and have a principle in his life that he would be quite capable of doing any activity in life without having to depend on others. After seeing the characteristics of independence yangdikemukakan of several expert opinions above, it can be summarized that the traits of independence, among others: a. Individuals who took the initiative in all things; b. Capable of doing routine tasks which accounted for her, without seeking help from others; c. Derive satisfaction from their work; d. Able to overcome the obstacles encountered in achieving success; e. Being able to think critically, be creative and innovative to face tasks and activities; f. Do not feel inferior if necessary to disagree with others, and feel happy because she dared to express his opinion although later from other people.

7. Aspects of Self-Reliance

According Lamman, et al (1998), aspects of independence consisted of: a. Kebebasan; b. Initiatives; c. Kepercayaan themselves; d. Tanggungjawab; e. Ketegasan themselves; f. Pengambilan decision; g. Self control

8. Independence connection with Solidarity theory of Emile Durkheim

Emile Durkheim sociological thinking about the division of labor in society is analyzed through social solidarity. The purpose of this analysis explains the influence (or function) the complexity and specialization division of labor in the social structure and the resulting changes in the basic forms of solidarity.

According to sociological theory and social reality in the groove Development Theory Interpretive Sociology / Social Definition with paradigm, in which the main character of the social definition paradigm is Max Weber. Ritzer (2007) revealed that at issue in this paradigm is social action. The three theories that belong to the paradigm of social definition is as follows:

a. Theory of Action (action theory), in this theory explained the volunteerism; b. Symbolic interactionism (symbolic interaksionism), in this theory is explained bahwa organisasi human society where there is a framework of social action is determined by the behavior of individuals; c. Fenomenology (phenomenology), in this theory explained that there are some

real social framework that can be distinguished from the actions of individual human beings, however, this theory also see that the human individual as a creative person to reality itself.

From the difference of social definition paradigm theory above, there are similarities as the following: a) .Manusia is a creative actor / independent of social reality; b) social .Realitas is not a static tool of coercion social facts; c). Humans have enough freedom / autonomy to act outside the control limits of social facts

9. Autonomy (Independence) Teacher on Competency-Based Curriculum Framework (CBC)

Autonomy in principle be defined as the authority / independence in governing and administering themselves sendiri.Prinsip autonomy within the framework of school autonomy associated with the school authority to regulate and manage the interests of the school community at its own initiative based on the aspirations of the citizens of the school in accordance with the laws and regulations applicable Education (MONE , 2001). If the notion of autonomy is implemented in the field of teacher training, teacher autonomy can be interpreted as the independence of teachers to manage the learning activities berda-sarkan applicable curriculum.

Self-reliance is an element that is very important for teachers to realize the profession in a professional manner. The importance of the independence of the profession of teachers in bringing in a professional need to pay attention to the components of teacher competence in planning, implementing, and evaluating the learning process. Moh. Uzer Usman (2000) asserts that understanding, understanding, and the teacher's views will greatly influence the role and activities of teachers in managing learning.

In contrast, teachers in teaching activities as well as students in learning activities rely heavily on teachers' understanding of the management of learning. Manage learning is not just the process of delivering science, it facilitates human interaction with its various aspects are quite complex in line with the demands of changing times. During this time the teacher felt not have the independence to carry out his professional responsibilities in managing pembelajaran. CBC is expected to be the right answer for teachers to gain independence in managing the learning activities. Sidi (2001) confirms that in principle the CBC give independence to the teacher to manage the learning activities in the classroom. Teachers have great autonomy to plan, implement, and evaluate all learning activities.

10. Severability Master Planning Study

In this section, teachers have full autonomy in planning learning activities. CBC nationally only consist of basic kompetensi the desired level and school unit, standard material, and indicators of learning outcomes. Ministry of Education (2002) asserts that the contents of these messages can be implemented in practice in the classroom, the teacher needs to have authority to interpret, describe, and make modifications to the material, so be packaged teaching materials appropriate for students. The accuracy is tailored to the student's character, the character of the school, neighborhood character, and the character of the learning resources available.

Although teachers have autonomy, but to watch is the effect it may have. For teachers who are creative and innovative is probably not an important issue if they are required to develop the subject matter in accordance with the circumstances of his school. However, for those teachers who used to rely on manual principal, issuer or other parties who fed him, then the reality is quite difficult for them. The guru akan find it very difficult to plan appropriate programs for their

students, including the composition of the subject matter should be forwarded to the student. Therefore, teachers in general need to be guided and accompanied intensively to plan the program so that someday if the CBC has applied formally, teachers can realize their independence in planning program.

11. Independence of Teachers in Implementing Learning

The learning process in the application is the embodiment of lesson planning. In this section, teachers are required to have professionalism in choosing learning strategies by taking into account student characteristics, materials, and learning resources. Ministry of Education (2002) there is the assertion that the CBC relies on student competency. Competencies that should be owned by the students on the subjects at a certain level and education units. This implies that teachers are creative and innovative selecting, specifying, and practicing the teaching strategy that allows students to have the competence expected. As the lesson plan, the possibility of constraints that are expected to appear in school is often a preoccupation pattern teachers in selecting, specifying, and practice learning strategies in the classroom. Learning from the experience of failure CBSA. The program is considered a failure, when not found significant change in students' self although CBSA models have been tried in the learning process. If we are honest, the real failure lies not in less-well models CBSA, but due to a lack of understanding on the nature CBSA teacher, so implementation in the classroom becomes invisible. In the end not found significant change in students.

In the future, the implementation of the CBC also likely to face many obstacles, mainly centered on the preparation of the National Education Ministry in planning, socializing, test-piloted, and implement the CBC. Lack cermatan series of planning to implementation program will determine the extent of the ability of teachers to understand the nature of the CBC, that the independence of the teachers on the implementation can be realized.

12. Independence of Teachers Evaluating Learning

An important part of CBC associated with the evaluation of learning is the importance of the implementation of periodic and continuous evaluation (MONE, 2002). Evaluation is not an activity that serves only to assess the student's ability partially, but must be done thoroughly covers the processes and results of growth and development of insight knowledge, attitudes, and skills achieved by students. In this section, the teacher completely independent in planning and implementing evaluation.

Independently, the teacher together students plan and carry out the evaluation of the pattern evaluation was based on the characteristics and the characteristics siswa. Pola competency evaluation is expected to have contributed to assess the student's ability, in the form of comprehensive and continuous evaluation of the portfolio. Ministry of Education (2002) asserts that the evaluation portofolio intended to obtain a variety of information on a regular basis, continuous, comprehensive, about the process and the results of the growth and development of knowledge, attitudes, and skills of students who come from records and documentation of the learning experience.

13. Focus Independence Teacher

Based on the description that has been put forward by experts on the definition of self-reliance, self-reliance concept according to Lerner (1976), Ryan & Linch, and Steinberg (1993) about the ability to organize and screening behavior, guiding decisions, as well as responsible for the courageous decision. Likewise, in terms of the characteristics of independence by Zakiyah

(2000), Spencer and Jass (in Ali. 2005), Antony (in Fatimah.2003: 145), and Steinberg & Hill (1993) which states that a person who is an independent person confidence in the ability, and have a principle in life without depending on others. Further aspects of independence by Masrun (in Widayatie.2009), Lamman, et al (1998), and thinkers such as Emile Durkheim sociology, as well as the independence of the teacher in the learning process in accordance with the above formulation of the problem of "How the independence of primary school teachers graduated from S1 PGSD Open University "researchers compiled the totality of independence which is owned by an educator or teacher is ideal, focusing on competence; a. Responsible; b. initiatives; c. Ability; d. Satisfaction; e. Planning.

C. Research Methods

1. Theoretical Research Platform

Penelitiann This is a qualitative research with theoretical foundation rests fundamentally on phenomenology, therefore phenomenology made as the main theoretical basis while others serve as additional basic theoretical background for qualitative research Moleong (2015: 14) .. The qualitative research has two major objectives, namely first, describe and reveal (to describe and explore) and the second describes the and explain (to describe and explain). In qualitative research, the theory is limited in terms: a systematic statement relating to a set of propositions derived from the data and re-tested empirically. Bogdan dab Biklen (1982: 27-30) in Moleong (2015: 9) states that one of the characteristics of qualitative research using qualitative methods, namely; observations, interviews, or review documents.

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Edmund Husserl (1859-1938) in Moleong (2015: 14), phenomenology is defined as: a. Fenomenologikal subjective experience or experience; b. A study of consciousness from the perspective of a person's principal. Meanwhile, according to Bogdan and Biklen in Alsa (2004) research with phenomenological approach seeks to understand the meaning of an event and mutually influence with humans in certain situations. Phenomenological approach using interpretative paradigm can consider social reality as something holistic (whole), complex, dynamic, full of meaning and relationships gejala interactive (reciprocal). The term phenomenology is often used as a general assumption to show the subjective experience of various kinds and types of subjects encountered. In a more specific sense, the term refers to a disciplined study of consciousness from the perspective of the first person (Moleong, 2009). Phenomenology is a view of thought that emphasizes the focus on subjective human experiences and interpretations of the world. The field research (field research) can also be

considered as a comprehensive approach in research kualitatif or as a method for collecting qualitative data. The idea of importance is that the investigators going into the field to make observations about something phenomenon in a state of nature or "in situ". In such case, this approach is closely related to the observation participate. (Moleong (2015: 26).

1. Strategy Research

The research strategy used in the process of this research is qualitative research (Qualitative Research) to examine more deeply the phenomenon of social reality on the independence of S1 PGSD PTTJJ teacher (teacher professional) to improving the quality of education in Bojonegoro. Phenomenology is a qualitative research that the basic concept is the complexity of reality or problems caused by view or perspective of the subject. Therefore, a different subject because it has a different experience will understand the same symptoms in a different light. Through in-depth interviews, researchers phenomenology seeks to understand the behavior of people through his eyes. "Human behavior is a reflection of the human mind". Phenomenology studies using people as subjects, not text or organizations, and so on. This is what differentiates it from other types of qualitative research.

2. Location Population Research Subjects and Method Sample Collection

Location research is very important in any research, both research with quantitative and qualitative paradigm. Location research can clarify the direction and also to limit the scope of the study so that during the research process will not be widened, making it difficult for the researchers themselves, both in terms of place, time and cost of research. The location of this research on the SDN State in Bojonegoro Regency East Java. Determination of the location of the research is based on the following considerations: In observation of Education in Bojonegoro has developed and progressed very rapidly, especially the younger generation many of which utilize an alternative higher education working while studying at the Open University.

While the study population were teachers of primary school graduates S1 PGSD Open University in Bojonegoro. Of the existing population, taken subpopulation of ± 20 public elementary schools that have a good achievement. Furthermore, of the 20 schools will be selected based on geographic and availability permission from the education department and the Technical Management Unit of the Department of Education (UPTD). These schools are qualified teachers S1 PGSD PTTJJ Open University. Some of the terms and reasons for choosing teachers in primary schools such as research subjects, among others; a. S1 qualified primary school teachers PGSD Open University graduates PTTJJ very representative and has many achievements in the field of education and community; b. At the elementary school students are not charged to education (free); c. SDN that is located in the district of the city district, the school boasts berprestasi general or special achievement; d. Work culture and performance S1 PGSD PTTJJ graduate teachers the Open University in Bojonegoro very inadequate, making it easier for researchers to explore the independence of teachers and forms of performance (achievement) teachers, as well as efforts to improve the professionalism of teachers; e. Education in Bojonegoro progressing very rapidly, in the observations, especially the younger generation many of which utilize an alternative higher education PTTJJ working while studying at the Open University.

According Suharsimi Arikunto (2014: 183), how sampling can be performed such that the sample obtained can really serve, one of them; Aiming purposive sample or samples. Samples

aiming is done by taking the subject is not based on strata, random or region, but based on their particular purpose. Although the way it is permitted, but there are conditions that must be met, namely: a. Sampling should be based on the characteristics, qualities or specific characteristics, which are the fundamental characteristics of the population; b. Subjects were sampled really a subject that most contain traits contained in the population (key subjectis); c. Determination of the characteristics of the population done carefully in a preliminary study. Meanwhile, according to Moleong (2015: 224-225), the qualitative research there is no random sample, but the sample aiming (purposive sample). Samples aims can known of its characteristics as follows; a. The design of the sample that appears; samples can not be determined or withdrawn beforehand sequentially sample selection, the goal acquire as many variations; b. Continuous adjustment of sample, the sample is selected on the basis of research focus; c. Voting ends if it is a repetition. In this aim to sample as the sample size is determined by considerations of the required information.

3. Research Focus

Focus Independence Guru, to sharpen the study, the researchers set the focus. Spradley states that "A focused cultnral refer to a single domain or domains related afew" the intention is that the focus was a single domain or multiple domains that are linked from social situations. In qualitative research, determining the focus of the proposal is based on the degree of novelty of information to be gained from social situations (field). The newness of information that could be an attempt to understand more broadly and deeply about social reality, but also a desire to generate hypotheses or new science of social situation investigated. The actual focus in qualitative research obtained after researchers conducted a grand tour and a grand tour ubservation question or called by general browsing. General exploration of these researchers will obtain an overview of a whole is still at the stage of the surface of the social situation. In accordance with the formulation of the problem of self-reliance "How independence Elementary School Teacher Open University graduates S1 PGSD in Bojonegoro?".

The totality of independence which is owned by a person or an ideal teacher, focused on the following competencies; a. Competence Responsibility; b. Competence Initiative; c. Competence Ability; d. Satisfaction competence; e. Planning competency

4. Aspects of Teacher Performance Assessment (PKG)

National Education Minister Regulation 16/2007 on Standards of Academic Qualifications and Competencies of Teachers and the National Education Standards version 6.0. 11/2008 Framework for Reporting Achievement Indicators for National Education Standards: Standards of Academic Qualifications and Competencies Guru.Permenegpan and RB 16/2009 on Functional Master and credit figures. Teachers as professional educators have the primary task of educating, teaching, guiding, directing, train, assess, and evaluate students on early childhood education, formal education, primary education and secondary education. In addition to its main task, the teacher is also possible to have duties

Other relevant to the function of the school / madrasah. Therefore, in the assessment of teacher performance some element that needs to be rated one of them the performance assessment related to the implementation of the learning process for subject teachers or classroom teachers.

The assessment includes activities of planning and implementing the learning, evaluate and assess, analyze the results of the assessment, and implement follow-up assessment in applying

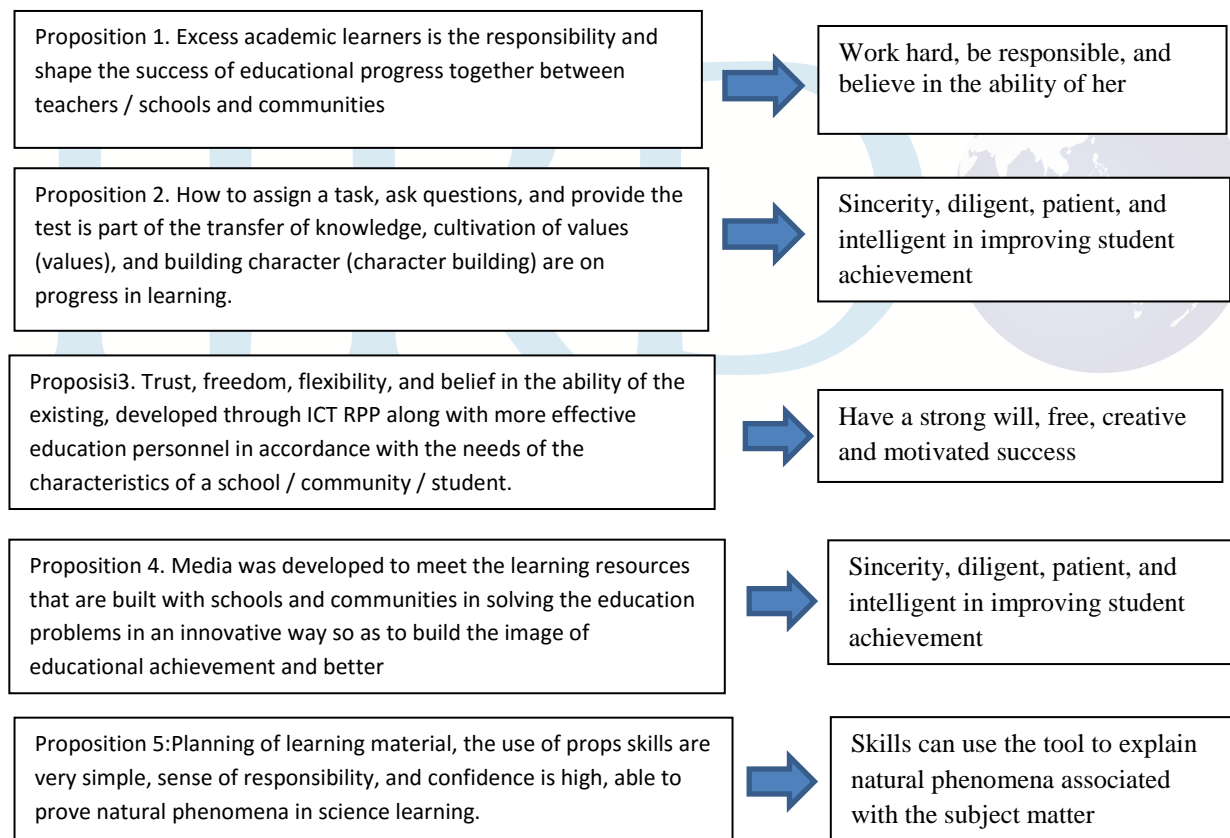
the four (4) domain competencies required of teachers in accordance with National Education Minister Regulation No. 16 Year 2007 on the Standard Kualifikasi Akademik and competence Guru. Pengelolaan learning requires teachers to master 24 (twenty four) competencies grouped into pedagogical, personality, social, and professional. While the focus regarding teacher performance as where the formulation of the problem "How Performance Elementary School Teacher Open University graduates S1 PGSD in Bojonegoro" include: pedagogical competence, personal competence, social competence, and professional competence. This is in accordance Permendiknas No.16 of 2007 on Academic Qualification standards and Teacher Competence with parameters every existing competencies, among others: a. Pedagogic competence; b. Personality competence; c. Social Competence; d. Professional Competence.

D. Proposition Findings

1. Proposition Independence

Based on the proposition of Independence; 1, 2, 3, 4, and 5, then the proposition Mayor:

Major proposition is a minor propositions of the findings of the independence of teachers is expressed as propositions Mayor. Major propositions:

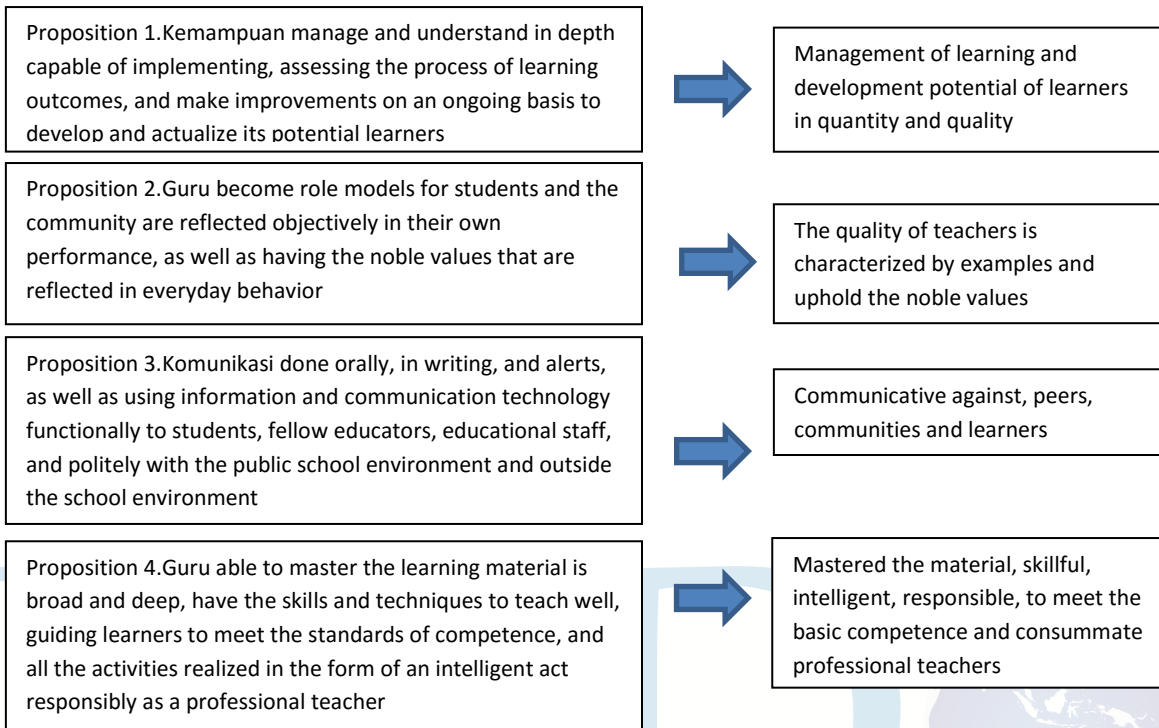


Teacher Autonomy statement or concept for Proposition Mayor:

"Independence is a state or the manner in which a person (GURU) believes in his ability and be able to ensure the boundaries are there to resolve the issue of learning with a free, intelligent, and responsible, and through hard work, determination determination, sincerity, and a clear mind capable improve performance without the help of others "

2. Proposition Performance

Based on Teacher Performance proposition; 1,2,3,4, then the proposition Mayor;



Performance Statement for Proposition Mayor:

"Exemplary in managing learning and learners understand in depth, able to improve the quality of learning achievement and learning outcomes, develop the maximum potential of learners, communicate well on the progress of education to the community, intelligent and full responsibility as a professional teacher".

E. Conclusion

1. Based on the major propositions obtained in the discussion in Section V, the independence of a teacher who looks at the field where ongoing learning process, especially for primary school teachers graduated from the Open University S1 PGSD influenced by self-confidence, ability to work, dealing with problems, kratifitas factors, the ability to work, initiative, sense, and creativity, intelligence, motivation for learners succeed. with faktor existing factors it can be concluded that the independence of the graduate teacher S1 is PGSD Open University; "A situation where the strong encouragement of the teachers themselves in activities and trust with kemampuannya to resolve the phenomena that occur in the process of learning to work, initiative, sense, and copyright and motivate learners intelligently success without the help of others."

2. The results of monitoring and observation, and interviews with informants performance of teachers have much success because of the level of independence of teachers is very high which is based on academic ability and have adequate skills and creativity. Based on the findings of teacher performance proposition that there can be concluded: "Performance is a teacher; faktualisasi teacher's ability to manage learning and understanding the learners in depth, able to improve student achievement, develop the potential of learners both in quality

and quantity and be able to communicate the progress of education well to the community through oral, written, gestures, or using communication technology and information, intelligently and responsibly as a professional teacher".

F. Theoretical Implications

With regard to the implications of Independence Theory Master.

From the description above, where the understanding of self and self-reliance, self-concept and self-reliance with a range of statements that led to the same piece of sentence, namely "without the help of others". By compiling the statement of understanding, concepts, expert opinions and propositions independence from the study researchers tried to further strengthen (synthesize) the concept of independence, namely:

"Independence means the state or the manner in which a person believes in his ability and be able to ensure the parameters are there to resolve the issue with the free, intelligent, and responsible, and produce work, initiative, sense, and copyright without the help of others."

Definition of independence referred to above mempunyai makna as follows;

Copyright = Clear Mind; Flavor = Heart Sincere; Karsa = determination Round; The work = Want to Work Hard

Believe = believe that something is true; The ability to solve problems = an attempt to find a way out of a difficulty in order to achieve a goal that is not so immediately achievable; Parameter = about points [be / has been] used as a reference; Free = off altogether; Intelligent = perfect development of his mind; Responsibility = awareness deliberate act or not on purpose.

Theoretical Implications; With regard to the implications Performance Theory Master.

Based on the existing major proposition, is a teacher's performance is; Teacher performance is keteladan teachers in managing learning and understanding of learners in depth, able to improve the quality of learning achievement and learning outcomes, developing the potential of learners to the maximum, to communicate well on the progress of education to the community, intelligent and full responsibility as a professional teacher.

The proposition if in the review of the theories and concepts, as well as the opinion of the experts of the performance indicators have met them; a. Productivity; b. The quality (of service); c. Responsibility; d. Achievement; e. ; f. Responsible.

With their linkages provide mutual reinforcement between theories, concepts, opinions and findings in the field, it can be stated that the performance is; "Faktualisasi maximum product between quality and quantity in the hope and reality"

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