

What Kind of Teacher am I? An Exploratory of Teacher Profile in Semarang

Sugiyarta SL

Department of Psychology, Faculty of Education
Universitas Negeri Semarang, Indonesia
slgik@mail.unnes.ac.id

Ardhi Prabowo

Mathematics Education Department, Faculty of Math and Science
Universitas Negeri Semarang, Indonesia
ardhiprabowo@mail.unnes.ac.id

Abstract

At the beginning of the ministry's tenure, the Minister of Education and Culture put forward the idea of Driving Teachers and Free Learning. Semarang State University (UNNES) as the LPTK captures the idea that in the future, student teacher candidates must be able to become Driving Teachers who are able to encourage student learning independence. This study aims to identify the elements that encourage teachers to become movers, as well as those that cause students to learn freedom. This research is a qualitative research that puts forward a field survey approach, interviews, and observations as data collection methods. Data analysis used data reduction, data triangulation, and data synthesis to strengthen the conclusions obtained. The results showed that the leader teacher was able to move the community. Skilled teachers have quite complete professional competences. Inspirational teachers have experience in various learning activities.

Keywords: Teacher Activator; Freedom of Learning; Residency of Semarang

1. Introduction

The key that every teacher must have is competence (Pantić and Wubbels). Competence is a set of knowledge and teaching skills of teachers in carrying out their professional duties as a teacher so that the goals of education can be achieved well (Creemers et al.). Meanwhile, the competency standards contained in the regulation of the Minister of National Education regarding academic qualification standards and teacher competencies where the regulation states that pro-professional teachers must have 4 professional teacher competencies, namely pedagogical competence and competence personality, professional and social competence. Of the 4 professional teacher competencies, a teacher must have through professional education for one year.

The 4 professional teacher competencies are: (a) Pedagogical Competence. This competency concerns a teacher's ability to understand the characteristics or abilities possessed by students in various ways. The main way is to understand students through student cognitive development, designing learning and implementing learning and evaluating learning outcomes as well as student development; (b) Personality Competence. This personality competence is one of the personal abilities that professional teachers must have by reflecting a good personality in themselves, being wise and wise, being mature and dignified and having noble morals to be a good role model; (c) Competence Professional. Professional competence is one of the elements that must be possessed by teachers, namely by mastering learning material extensively and deeply. What is meant by mastery of the material broadly and deeply in this case includes mastery of other academic abilities that act as supporters of teacher professionalism. These academic abilities include, having the ability to master the appropriate knowledge, types and types of education; (d) Social Competence. Social competence is one of the competencies that an educator must have through good means of communicating with students and all education personnel or also with parents / guardians of students and the surrounding community (Pemerintah Republik Indonesia).

Teachers with professional competence are expected to be ideal teachers. The ideal teacher is one whose students are able to be a source of inspiration, provide motivation, encourage positive thinking, become a source of

exemplary, become a guide and a source of knowledge, become a place for soul recreation, parenthood, are fair and kind balance, become true friends (Ates and Kadioglu).

Of the 4 professional competencies and ideal teacher characteristics and by understanding the learning objectives and elements of learning, it is hoped that teachers can improve their abilities as teachers (Darmadi). The ability as a teacher includes the ability to choose effective teaching methods and to design attractive and efficient learning media (Norashikin et al.). By understanding the elements of learning and the learning character of the champion, the formulation of the teacher and the factors causing it will be revealed based on facts. The results of the analysis of the activities to understand the elements of learning will also reveal the characteristics of learning independence for students. Therefore, it is important to study the identification of teachers' abilities as driving teachers and student learning independence.

1.1 Objectives

This research mainly aims to identify in depth, the meaning of the driving teacher and the elements that drive the teacher's ability to become a driving teacher and Identify in depth, the elements of learning that encourage student learning independence.

1.2 Contribution

This research will contribute as follows: To the government and policy makers, this study will provide a complete picture of the real conditions in the field related to the ability of teachers to motivate students and to learn independence. The portrait of the field will provide an overview for the government in designing technical policies that can be implemented in school ranks; To teachers, students, school principals, and elements of education in schools, this study will help reflect on whether the driving concept is embedded in learning. Schools will also get information related to student independence in learning and will have a legal basis for making policies at school; and to researchers, this study will help researchers find answers based on academic activities. Researchers will also have article material that can be used for writing scientific journal articles.

2. Literature Review

2.1. Driving Teacher

The concept of a driving teacher appeared in the statement of the Minister of Education and Culture at the series of commemoration of the national teacher's day, November 25, 2019, ago. This concept is interesting to study, because this new term raises various opinions that are developing. Teachers should be able to make small changes starting in the classroom without waiting for command. That way, there will be major changes in the world of education in Indonesia, namely moving forward towards the future.

"Whatever small changes are, if each teacher does it simultaneously, this big ship called Indonesia will definitely move. The driving teacher must be able to take initiative to make changes to his students. In addition, there must be a driving parent because it is also beneficial. for students. He emphasized that with a driving teacher, the government can help liberate teachers to carry out all kinds of innovation. He added, innovation does not always work, but at least it has been trying to find out what is right for the world of education in Indonesia.

"This driving teacher is different from other teachers and I am sure that all education units in schools or universities have at least one activator teacher. What's the difference between a driving teachers? Teachers who put students first, even from their careers, prioritize students and student learning. Therefore taking actions without prompting, being ordered, to do their best. There are also those who are the driving parents. The philosophy is the same, everything is best for children," explained Nadiem. This is a challenge for the LPTKs to produce teachers who have the ability to be a driving force.

2.2. Freedom of Learning

The four programs constitute the national education policy "Free Learning". What is the "Free Learning" program? This is the explanation of Minister of Education and Culture Nadiem: 1. USBN is replaced by an exam (assessment) According to Nadiem, the current situation at USBN limits the application of the spirit of the National Education System Law which provides flexibility for schools to determine graduation. For the new policy direction, the year 2020 USBN will be replaced with an exam (assessment) which is held only by schools. Later, exams are carried out

to assess student competence. Where the exam is in the form of a written test and or other more comprehensive form of assessment. Such as portfolios and assignments (group assignments, papers and so on). That way, teachers and schools are more independent in assessing student learning outcomes. It is even hoped that the USBN budget will be diverted to develop the capacity of teachers and schools to improve the quality of learning. 2. 2021 National Examination replaced by Minister Nadiem seeing the current situation UN material is too dense so that students and teachers tend to test content mastery, not reasoning competence. In addition, the National Examination is considered to be a burden on students, teachers and parents because it is an indicator of student success as individuals. Therefore in 2020, the UN will be held for the last time. As a replacement, in 2021, the UN will be changed to the Minimum Competency Assessment and Character Survey. Also read: This is the New Concept for the Free Version of National Examination and USBN for the Study of the Minister of Education and Culture Makarim. The assessment is not carried out based on subjects or mastery of curriculum materials as applied in national exams so far, but rather mapping the two minimum competencies of students, namely in terms of literacy and numeracy. This assessment is carried out on students in the middle school level (for example, grades 4, 8, 11). This new policy direction also refers to good practices at the international level such as PISA and TIMSS.

RPP is abbreviated as Learning Implementation Plan (RPP). So far, teachers are directed to follow the RPP format rigidly. But later the teacher will be free to choose, make, use and develop the lesson plan format. In the past, lesson plans had too many components and teachers were asked to write very detailed (one lesson plan document can be more than 20 pages). But later it will be shortened, namely the RPP containing learning objectives, learning activities and assessments. RPP is only 1 page. So that the writing of lesson plans is done efficiently and effectively which gives teachers time to prepare and evaluate the learning process itself. 4. The PPDB zoning is more flexible. For the most recent "Free Learning" program, Nadiem explained that the Ministry of Education and Culture continues to use the zoning system for New Student Admissions (PPDB). As for the policy, PPDB is more flexible to accommodate inequalities in access and quality in various regions. According to Nadiem, the composition of the PPDB zoning route can accept students at least 50 percent, the affirmation pathway is at least 15 percent, and the maximum transfer path is 5 percent. For the track of achievement or the remaining 0-30 percent according to regional conditions. "Regions have the authority to determine the final proportions and determine zoning areas," said Nadiem.

However, is freedom of learning just a policy? At the academic level, this policy certainly engages all elements of learning in schools, namely teachers, students, and school principals. In the policy of independent learning above, because the teacher plays a direct role in the policy, of course students are the subject of direct impact. The principal does not directly intersect with the class, but is the determinant of school policy. Learning management is certainly one of the Principal's policies.

3. Methods

This study uses a qualitative research approach. Qualitative research is carried out to build knowledge through deep understanding and discovery (Creswell). The qualitative approach in this research is intended to determine the identities and characteristics of the teacher who is currently teaching. In this study, researchers created a complex picture, examined words, detailed reports from the views of respondents and conducted studies on natural situations (Maxwell and Reybold; Ingleby; Djibu et al.). Qualitative research is carried out in natural conditions and is discovery. In qualitative research, the researcher is a key instrument. Therefore, researchers must have a number of theories and broad insights so they can ask questions, analyze and construct the object being studied to be clearer. This study emphasizes more on meaning and is value bound.

In a qualitative approach, there are several terms used to designate research subjects. Some call informants because informants provide information about a certain group or entity, and informants are not expected to represent that group or entity. Another term is a participant. Participants are used, especially when the subject represents a particular group, and the relationship between the researcher and the research subject is considered meaningful to the subject. The terms informant and participant are considered substantially the main instruments in qualitative research. There are two participant selection techniques (participant sampling) in qualitative research. First, random probability sampling, which is taking samples from a random population with attention to the number of samples, with the aim that the sample can be generalized to the population. Second, purposive sampling, the sample is selected depending on the purpose of the study regardless of its generalizability. Statements or acknowledgments of

not finding information and are influenced by considerations of funds and time that have been budgeted since the commencement of the research (Maxwell and Reibold).

This is because almost all research implementation has a very limited research schedule, although in qualitative research, time restrictions are less relevant to the objectives of the intended research. Research, as the main instrument in qualitative research, takes concrete steps to go directly into the field of research by doing the following: a) Conducting unstructured observations and interviews that are deemed more likely to be carried out, on the grounds that the researcher already has a basis in science relevant to the problem under study; for example, if the researcher mastered the science of education, the observations and interviews conducted were directly related to the research object in the field of education.

Researchers can be an important instrument that expresses the meaning of education and as the main research tool or key instrument; b) Looking for meaning in every behavior or action of the object of research, so that an original understanding of problems and contextual situations is found. This method seeks to understand human behavior in a broader and holistic context in terms of the respondents' thinking and feelings. c) Triangulation, data or information from one party is verified by means of obtaining information from other sources. For example, from a second party, a third party, and so on by using different methods. The goal is to compare information about the same thing that is obtained from various parties so that there is a guarantee of the level of trust. d) Using an emic perspective, which means comparing the views of respondents in interpreting the world in terms of their own stand. The researcher does not provide a view of what exists, does not generalize when entering the field, even as if he does not know anything that is happening in the field, thus, he can put an understanding of the concepts adopted by participants. e) Verification, among others through conflicting cases to obtain more reliable results. Researchers look for various cases that are different or contradict those that have been found, with the intention of getting results that are more accurate and cover a wider situation that allows them to combine various cases. f) Purposive sampling that the qualitative approach does not use random sampling, does not use a large population and sample. Samples are selected in terms of representation of the research objectives. g) Conduct analysis from the beginning to the end of the study. The analysis that is meant is to interpret the data obtained, as the embodiment that all descriptive methods and descriptions contain interpretation. It's just that a distinction is made between descriptive data and analytical or interpretive data. h) In qualitative research, the phenomenological approach is very dominant.

This approach is carried out through the Verstehen method in that every step taken in conducting research cannot be separated from the subjectivity aspect of human behavior. In this case, the phenomenologists try to enter into the conceptual world of the subjects they research in such a way that they are in the context of the events of human life. The verstehen approach is to provide understanding of the object under study. In connection with this research which focuses on the ability of teachers as a driving force and freedom of learning, the subjects of this study are centered on: 1) Teachers and 2) Students. The teacher in question is a teacher who teaches in class, at the levels of SD, SMP, SMA who are members of the Semarang Residency. Apart from teachers, research subjects also include KKG and MGMP.

4. Data Collection

Research was conducted in the Semarang residency, which consists of the city of Salatiga, Semarang Regency, Demak Regency, Purwodadi Grobogan Regency, and Kendal Regency. The research was carried out in schools starting from SD, SMP, and SMA in these locations. The survey was conducted for 2 months and put forward the subject-effectiveness of the results. Confirmation of the results is carried out to all teachers and policy makers in the area.

To facilitate the implementation, this research will be carried out in the following stages: Preparation of research instruments in the form of FGDs of the research team; Empiric data collection at SD, SMP, and SMA within the scope of the Semarang residency; Data analysis from empirical data collection, in the form of FGD research team; Confirmation of the analysis result data, in the form of FGD with MGMP Map; Compilation of conclusions. For concrete data collection, the researcher carried out several data collection techniques, as follows: (a) Observation, among others by: observing the condition of students who are studying in the classroom as well as activities outside the classroom; Observing the teacher who is teaching, how to convey the method material and as it; Observing the research location and school environment; Observing students who are learning; (b) Interviews, conducted to teachers in charge and students directly at the school. The results of the interviews are then put in a summary

structure, starting from a brief description of the identity, description of the situation or context, the identity of the problem, description of the data, unitization and closing with the emergence of the theme; and (c) Documentation.

In this study, it is necessary to have data as the final result of the research. For concrete data collection the researchers carried out several data collection techniques, as follows:

1. Observation. In using the observation method, the most effective way is to complete it with an observation format or blank as an instrument. The format that is arranged contains items about events or behaviors that describe what will happen. As a scientific method, observation (observation) is defined as observing a systematic recording of the phenomena being investigated. In this study the observation method was used to collect data, including:

- Observing the condition of students who are learning in class and activities outside the classroom.
- Observing the teacher who is teaching, how to convey the method material and so on.
- Observing the research location and school environment.
- Observing students who are learning.

Observations were made by non-participants, where the researcher acted only as an observer of the phenomenon under study. Observations are made directly to get a complete picture of the research focus. The results of the observations were arranged in field notes. The contents of the field notes consist of routine, temporal events, interactions and their interpretations.

2. Interview. In addition to requiring a long time to collect data, with the interview method the researcher must think about the implementation. Giving questionnaires to respondents and wanting written answers, is easier than getting respondents face-to-face. Interview is a conversation with a specific purpose. The conversation was carried out by two parties, namely the interviewer (interviewer) who asked the question and the interviewee (Interviewee) who gave the answer to the question. Interviews were conducted through dialogue and question and answer with the teacher in charge and students directly at the school. The results of the interview are then stated in a summary structure, starting with a brief description of the identity, description of the situation or context, the identity of the problem, description of data, unitization and closing with the emergence of a theme.

3. Documentation. Documentation method, which is looking for data about things or variables in the form of notes, transcripts, books, newspapers, inscriptions, meeting minutes, leggers, agendas, and so on. Compared to other methods, this method is not that difficult, in the sense that if there is an error the data source is still unchanged. By the method of documentation, the observation is not living things but inanimate objects. Documentation comes from the word document, which means written items. Experts have always interpreted documents in terms of, namely: first, written sources for historical information as the opposite of oral testimony, artifacts, paintings and so on. Second, it is intended for official letters and state letters such as agreements, laws, grants, concessions and others. In this case, what has to do with the learning process includes RPP, LKPD, and other learning tools.

5. Results and Discussion

5.1 Numerical Results

There's no numerical result because of qualitative research.

5.2 Graphical Results

To make it easier to understand the context of the research results, the data is presented in the figure 1 to figure 4.

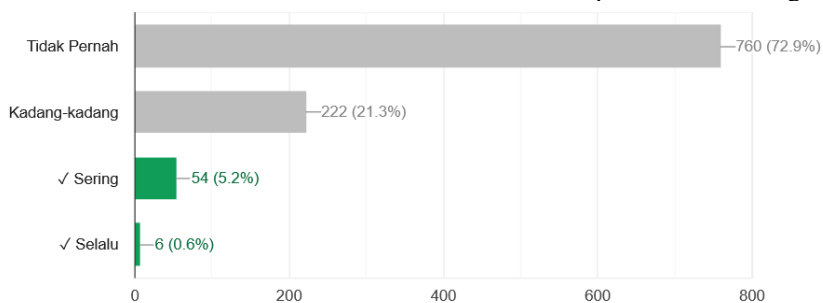


Figure 1. The number of teachers who become resource persons in schools

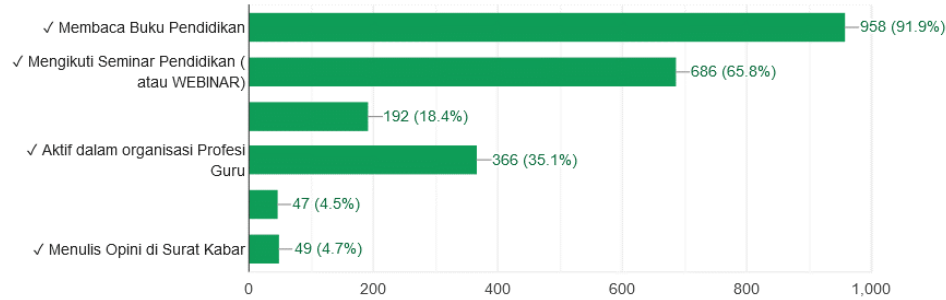


Figure 2. Descriptions made by the teacher to improve competence in the Teaching and Learning process

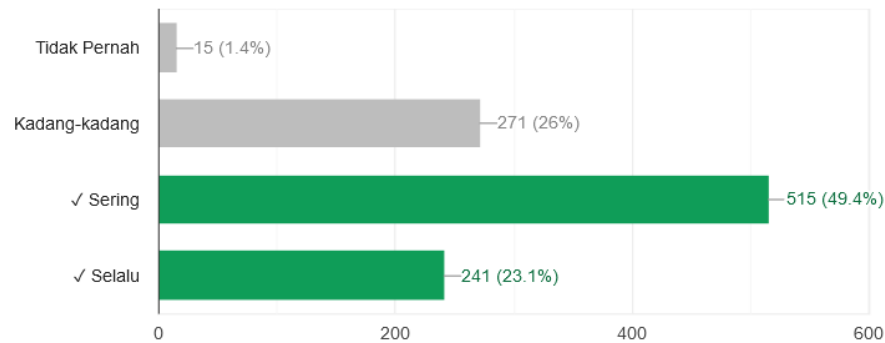


Figure 3. The number of teachers who surf the internet to prepare lessons

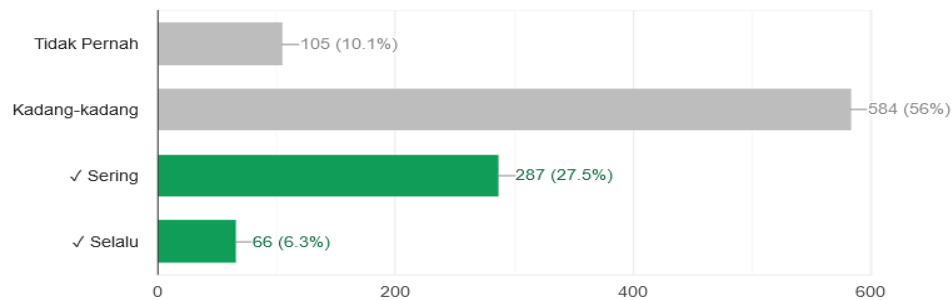


Figure 4. The number of teachers who shared their experiences in class

5.3 Proposed Improvements

There are significant changes in the implementation of this research. In its journey, the Covid19 pandemic has completely changed the research design. Direct observation activities in research are not possible because there are no learning practices in the classroom. Likewise, observation permits are not issued by institutions. The research was then carried out online, both data collection, FGD, and interviews.

From the data collection activities, a questionnaire was compiled and distributed to the responses online. From the questionnaires distributed online, 1042 respondents have filled in the questionnaire. From these respondents, the descriptions of the research results can be explained about the interesting findings as follows.

Findings 1. Of the thousands of respondents mentioned, it turns out that very few are always the sources when there is training at the school level. However, there are around 53.6% who always participate in school activities. And about 15% were entrusted to be the committee as it presented on figure 2.

Being a resource means having the information conveyed. A person who has information and is willing to speak in public is a person who is able to stir up other people (Johnson, 2003). At the school level the reluctance to become a resource person is common, because of the strong *ewuh-pakewuh* culture. No young teacher wants to "patronize" an older peer. Why? Because by "patronizing" the work climate has changed. A warm, pleasant, and pleasant working climate is one of the requirements for a school to run well (Ojo et al., 2012). This also applies to the teacher community at the MGMP, National, and regional levels. Becoming a resource is a pretty narrow opportunity for Masters. Finding 2. In developing their competence, teachers tend to carry out activities individually. Most of the teachers (958 people) chose to read books. Quite a few try to develop their competence by joining a community it can be seen in figure 3.

Building community for Teachers is really a very good thing. With the community, teachers can share information from good practices that have been done (Grossman et al., 2001). A constructive community will be able to encourage teachers to achieve social competence and of course, lead to increased professional competence. A uniform community will encourage Master to be an inspiration for other Masters. This community is actually closer to the learning community, not professional organizations. Being part of a learning community does require a high degree of self-reliance. His penchant for reading educational books to improve his learning and teaching competences is in line with the activities of preparing teachers for teaching. In addition to reading teacher's books and student books, almost all teachers actively surf the internet to find new ideas in learning. It is not surprising then that the teacher does not find it difficult to translate students' basic competencies into learning indicators as it described at figure 4.

Finding 3. There are not many teachers who travel or are assigned to travel that inspires students. Inspiring teachers are basically teachers who become idols for students (Bryson and Hand; Lamb and Wedell). Only by being called the teacher's name, students have learned from the teacher. Teachers with these characteristics will be able to be an inspiration and role model for their students. Not many people go on trips, either as participants or as resource persons (see Figure 4). This shows that the role of the teacher in being the driving force is still not optimal. To be a mover means to inspire. Being inspired means traveling frequently. The implication is that the experience gained by teachers is increasing and developing (Sullo).

5.4 Validation

These findings narrow down the Teacher categorization of the compiled respondents. 77% of the respondents who gave the questionnaire fell into the category of the Most Pilled Teacher. A skilled teacher means a teacher who is able to deliver learning well. The skilled teacher really likes to read and prepares his lessons well. Professionally, skilled teachers are very close to what the government wants.

The leader teacher and the Inspiratory teacher are more or less the same. 11% of all respondents fall into the category of inspirational teachers, while the leading teachers are 12%. Because they often organize trips, both as participants and as resource persons, inspirational teachers are very liked by students. He often talks about travel, and interesting experiences during his trip. For students, an inspiration is the Teacher's ideal model. An inspiratory will behave like a friend to his students. He is often a place of complaint, and often provides solutions to the difficulties of his students. But unfortunately, an inspirer is often missed by students, that is, his presence in the classroom is often absent, because the activities outside the school are quite busy.

Lead teachers have different characteristics. A leader often gets the mandate as an administrator of the MGMP at school, city / district, and pro-province. On various occasions, the proposals that were conveyed were often heard by the leaders and eventually became policies. A Lead Teacher can move other teachers to follow himself or follow policies. She is like a model for other Masters.

The Ministry of Education and Culture has launched a Driving Teacher Education program. The program is a leadership education program for teachers to become learning leaders. The findings in this study, that there are teachers who are leader types, in line with government policy, in this case the Ministry of Education and Culture.

If you trace the driving teacher program, the government is currently forming learning leaders. That is, a learning leader can actually be formed (Augystine-shaw; Kanto et al.). In the program, a teacher is trained in an activity that runs for 9 months. These activities take the form of online training, workshops, conferences, and mentoring. The driving teacher program forces the teacher to change and then changes that go on for a long time will produce a new culture. This culture then becomes a competency expected by the government. This research further describes and

strengthens previous research which also describes the role of the Driving Teacher in a teacher community (Prawitasari and Suharto).

The weakness of this research is that the less than optimal conduct of interviews (conducted online) is certainly an opening for further research to be carried out. The barrier of a teacher to become a leader or to become an inspiration for others is also one of the interesting studies that can be developed in future research.

6. Conclusion

School or madrasah teachers can be categorized into Skilled Teachers, Lead Teachers, and Inspirational Teachers. The driving teacher desired by the government has similar characteristics and is in line with the character of the Leader Teacher. The School of Teacher needs to consider producing a teacher with the characteristics of a leader or inspiring teacher.

References

- Ates, Hatice Kadioglu, and Serkan Kadioglu. "Identifying the Qualities of an Ideal Teacher in Line with the Opinions of Teacher Candidates." *European Journal of Educational Research*, vol. 7, no. 1, 2018, pp. 103–11, doi:10.12973/eu-jer.7.1.103.
- Augystine-shaw, Donna. "Leadership and Learning : Identifying an Effective Design for Mentoring New Building Leaders." *Teacher Leadership in Nonsupervisory Roles*, vol. 81, no. 2, 2015, p. 21.
- Bryson, Colin, and Len Hand. "The Role of Engagement in Inspiring Teaching and Learning." *Innovations in Education and Teaching International*, vol. 44, no. 4, 2007, pp. 349–62, doi:10.1080/14703290701602748.
- Creemers, Bert, et al. "Teacher Professional Development for Improving Quality of Teaching." *Teacher Professional Development for Improving Quality of Teaching*, 2013, doi:10.1007/978-94-007-5207-8.
- Creswell, JW. "Qualitative, Quantitative, and Mixed Methods Approaches." *Research Design*, 2013.
- Darmadi, Hamid. "Tugas, Peran, Kompetensi, Dan Tanggung Jawab Menjadi Guru Profesional." *Edukasi: Jurnal Pendidikan*, vol. 13, no. 2, 2016, pp. 161–74.
- Djibu, Rusdin, et al. "Development of Andragogical Learning Model to Improve Life Skill for Teenagers Who Drop Out of School in Gorontalo City." *International Journal of Scientific & Technology Research Volume*, vol. 8, no. 10, 2019, <http://www.ijstr.org/research-paper-publishing.php?month=oct2019>.
- Ingleby, Ewan. "Research Methods in Education." *Professional Development in Education*, 2012, doi:10.1080/19415257.2011.643130.
- Kanto, Sanggar, et al. "Change in Community Work Patterns." *Proceedings of the International Conference on Industrial Engineering and Operations Management*, vol. 0, no. March, 2020, pp. 2496–502.
- Lamb, Martin, and Martin Wedell. "Inspiring English Teachers: A Comparative Study of Learner Perceptions of Inspirational Teaching." *ELT Reserach Papers*, vol. 13, no. 3, 2013, pp. 6–23.
- Maxwell, Joseph A., and L. Earle Reybold. "Qualitative Research." *International Encyclopedia of the Social & Behavioral Sciences: Second Edition*, 2015, doi:10.1016/B978-0-08-097086-8.10558-6.
- Norashikin, Abu Bakar, et al. "Hubungan Kepimpinan Guru Dengan Pencapaian Akademik Pelajar." *International Journal of Education and Training (InjET)*, vol. 1, no. 2, 2015, pp. 1–11.
- Pantić, Nataša, and Theo Wubbels. "Teacher Competencies as a Basis for Teacher Education - Views of Serbian Teachers and Teacher Educators." *Teaching and Teacher Education*, vol. 26, no. 3, 2010, pp. 694–703, doi:10.1016/j.tate.2009.10.005.
- Pemerintah Republik Indonesia. *Undang-Undang No 14. Guru Dan Dosen*. 2005.
- Prawitasari, Budi, and Nugraha Suharto. "The Role of Guru Penggerak (Organizer Teacher) in Komunitas Guru Belajar (Teacher Learning Community)." *3rd International Conference on Research of Educational Administration and Management (ICREAM 2019)*, Atlantis Press, 2020, pp. 86–89.
- Sullo, Robert A. *The Inspiring Teacher: New Beginnings for the 21st Century. The Inspired Classroom Series*. National Education Association Professional Library Distribution Center, 1999.

Biography

Sugiyarta Stanis Laus. I am a lecturer in the psychology department of UNNES. My research focus is on the themes of Personal Branding, Sociocultural, Cultural Transformation, and Communication Styles in Society. In a

socio-cultural context, my research was related to the culture of sea alms, which was one of the things that attract people's attention. Recently, I have been doing research on teacher and its characteristics.

Ardhi Prabowo. I'm a lecturer at Mathematics Dept. Semarang State University. I interest to geometry, real analytics, and e-learning process, especially to Space Geometry. My researches are about Education and the rest are about IT. I also have experience on Olympics mathematics problem on Central Java Province. Currently, I am doing a Didactic Design Research (DDR) research on prospective teacher students. You can find all of my blog at my URL, <http://blog.unnes.ac.id/ardhi>. Experience: USAID DBE3, 2008-2012, as District Facilitator; USAID PRIORITAS, 2012-2016, as national Consultant, work in 7 province: NAD, Sumatera Utara, Banten, Jabar, Jateng-DIY, Jatim, Sulawesi Selatan; AusAID INOVASI, 2016-2017, as national expert. Work in NTB; Tanoto Foundation, 2017-now, as national facilitator/ Consultant; Indonesian MoE, 2017-now, as Modul Compiler for PPG Programme; In Journal, I have experience on managing the journal since 2010.