The Teachers’ Self-Adjustment Dynamics In Joining National Certification And The 21th Century Demand Fullfillment: A Case Of Profession Education Implementation Of Multicultural Teachers At Uin Sunan Kalijaga, Yogyakarta, Indonesia

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Abstract: The outcomes of education which have important role in the government and societies depend on the teacher’s quality. Therefore, the teachers should be broadminded and fulfill the determined competence standard. Teachers are demanded to continuously study so that they can maintain their competence and adapt with the era development. This research is aimed to describe the teachers’ self-adjustment patterns in fulfilling both national and global quality standardization demand. The result indicates that their self-adjustment effort in fulfilling the national demand is performed by 968 teachers from 22 provinces who joined teacher certification program through Teacher Profession Education (PPG) as implemented at UIN Sunan Kalijaga Yogyakarta. This study finds six teachers’ adaptation aspects during the PPG, which are: 1) strong internal motivation, 2) asking understanding and support from family, 3) open-minded, 4) establishing good and cross-cultural communication, 5) establishing good cooperation with friends, lecturers, and senior teachers, and 6) learning IT massively. Meanwhile, self-adjustment for the 21st Century is done by training to operate a massive computer, so that 100% of teachers can use computers, but in applying HOTS-based learning only 15%.

Index Terms: Self-Adjustment, Teachers, Profession, National and Global Standard, Certification

1. INTRODUCTION

Teacher is the civilization bridge. So, it doesn’t exaggerate if the developed and developing civilization depends on the teachers because they are the creativity builders and peace seed spreaders. The teachers’ influence is beyond the space and time limit. Once they lit the creativity spirit and chant echo of peace, their influence will be difficult to repress and the life will be developed, secure, peace and wealthy. The importance of teachers’ role in the Education could be seen from Helman and Loxley’s research which indicated that the 1/3 success of education is determined by teachers. The study result of Heyneman and Loxley in 16 developing countries indicated that teachers provide big contribution towards 34% learning outcome, 22% management, 16% time of study, and 26% physical contribution [1]. Therefore, teachers need in-depth and wide academic knowledge, sufficient skill, and ability to relate between knowledge and skill, creative and adaptive personality, and are able to transform those aspects into standard competence. Gazibara stated that learning should be integrative: “head, heart, and hands learning”. Furthermore, he stated that high-quality and successful changes in education can be achieved by introducing a culture of learning which espouses the holism and integrity of human beings. Such changes are especially relevant in the context of lifelong learning which integrates all three domains of learning: cognitive [head], affective [heart] and practical [hands]. In this way, cognitive, affective, experiential and active learning interests are fully expressed, which bears witness to the fact that people learn, think, feel and act differently [2]. For a teacher, it is not easy to perform a learning which could fulfill all aspects. In Indonesia, the requirements of becoming professional teachers who fulfill the standards can be seen in the Act Number 14 Year 2005 on Teachers and Lecturers or which is generally called as Act of Teachers and Lecturers. This act requires a teacher to have minimum S-1 (Bachelor) degree academic qualification or Diploma 4 (D-4), master four competences which involves pedagogic, professional, personality and social competence and obtain educator certificate [3]. In fact, not all teachers could fulfil the determined standard. Mariana’s research indicated the gap between competence and qualification of Kindergarten Teachers in real life and the determined standard. The image of teachers’ competence in real life as a whole is 23.31% pedagogic, 29.80% professional, 24.61% personality and 22.29% social competence [4].

![Figure 1. The Professionalism Vision within the Indonesian Teacher Certification Policy](image)

Joining teachers’ certification program is a standard method for teachers to fulfill the four competences. It is dissimilar to...
the previous years since 2018, the teacher certification program which is acknowledged by the Act is Teacher Profession Education. Under MOR, UIN Sunan Kalijaga has 968 teachers as the participants who are more than the other universities. However, the program is held far from where the participants live, so they should go out from their region to join it. Many participants enter a new environment which is different from their origin. Thus, they should adapt with it to survive in learning. Al Zahra and Hilman had observed the adaptation of new Gadjah Mada University students and found five factors that have role in the students’ self-adjustment, which are supporting, obstacle, character, intrapersonal and interpersonal factors [5]. Cazan carried a research which relates academic adjustment, self-directed learning and learning engagement. The results were consistent with previous results, showing that self-directed learning and learning engagement could efficiently predict academic adjustment at the university level. The ability of a student to become a self-directed learner implies the development of their metacognitive skills, the ability to monitor and evaluate their own learning strategies, the ability to manage their interpersonal relationship, a self-directed learner being a successful student [6]. The research mentioned that self-adjustment in joining new program which is held far from their origin requires three main competences, such as independent life, metacognitive, and social competences. Both research took unmarried respondents in average. It is different from the participants of Teacher Profession Education who are most of them are married and have children. During the Teacher Profession Education program, they are faced with some academic and nonacademic obstacles. They are social and cultural in their origin, separated from the family and their little children, adapt with the national curriculum demand, and very busy program schedule and fast rhythm, and lower ICT competence [7]. One of indicators to pass this program is low, which is 48.14%. This research is aimed to describe academic and nonacademic teachers’ self-education, especially during the Teachers Profession Education to get national standard and self-adjustment in facing the global demand.

3 FINDINGS AND DISCUSSION

3.1 Teacher Certification Program in Indonesia Through PLPG and PPG

From Indonesia’s Independence in 1945 until the early 1970s, in both the Old Order and the New Order, teachers had an important role in developing the nation. In these periods, teachers were not merely transmitters of skills and knowledge relevant to the country’s development needs; they were also the “messengers” of the rulers and conveyed ideas about a shared story of national struggle, Indonesian morality and ideology, and the national creed of Pancasila to maintain social-political security and stability [13]. During the periods of the Old Order and New Order, teachers were given the title of Pahlawan Tanpa Tanda Jasa, which means unsung heroes. This title conveyed an adoration for the teaching profession and signified the important role of teachers in the nation’s development. In the reformation era, the government of Indonesia issued Undang-undang Guru dan Dosen 14/2005 [UUGD, Teacher and Lecturer Law No. 14 Year 2005] which has had a significant impact on the Indonesian teaching workforce across the system from early childhood education to higher education. The law completely reformulated the roles and responsibilities for teachers/lecturers and proposed strategies to improve teacher quality and welfare. The UUGD included the following fundamental reforms (14):

- the core principle that teaching is a “profession”
- the requirement that all teachers must meet a minimum qualification of a four-year degree [bachelor’s degree or diploma 4] before being certified, and that all teachers should be formally certified after the four-year degree has been gained
- the edict that teachers who can fulfil the academic requirements and adequately perform their specified competencies are considered “professional” and are therefore entitled for a professional allowance
- the reform of pre-service teacher education institutions
- a mandatory 24-hour contact time [18 hours] workload per week required to gain
- and maintain certification
- a “special” area allowance to be paid to teachers in defined areas such as remote locations, border regions and natural or social disaster areas
- improved processes of in-school induction and probation
- a comprehensive system of teacher appraisal and public service salary increases
- a more systematic program of continuing professional development
- the merit-based appointment of principals and supervisors based on mastery of the four core competencies [pedagogic, personal, social and professional] for educators

Ministry of Education had identified a number of shortcomings in the education system related to teachers, namely: ill-defined teaching standards; inefficiency and inequality of the teacher management system; and low quality of teachers. Chu Chang et al. further explicated that the low quality of teachers was caused by a combination of factors including teachers’ minimal educational qualifications, low salaries, limited pedagogical and subject
matter competency and questionable commitment to teaching [15]. The teacher certification program in Indonesia is performed through:

- Teacher Profession Education and Training Program or PLPG [90 hours/ 10 days]
- Teacher Profession Education or PPG [24-40 credits/ 1-2 semesters]

TPET is followed the teachers who were promoted in 2005 or the previous years (the issue of TLA) for teachers or lecturers who have S-1/D-4 degree certificate or who have not had it but teaching experience minimum 20 years or have been 50 years old. Meanwhile, TPE is followed by the teachers who were promoted after 2005 and have S-1/D4 degree certificate and fresh graduate. If it is compared with the neighborhood country, China has had Teacher Act since 1993 and government regulation which rule the teacher’s qualifications since 2001. Recently, Philippine and Malaysia have also required teacher’s minimum academic qualification and competence standard. Even, Japan has implemented it for 33 years [16]. In Indonesia, 2017 was the eleventh and last teachers’ certification implementation through Teachers Profession Training Education. PLPG is designed to facilitate teachers learning and acquiring those competencies. The PLPG is undertaken by selected teacher training institutions and takes the form of lectures and workshops. Since its initiation in 2007, about one million teachers have passed through 45 the certification process and more than half of them gained their certification through the PLPG’s in-service training [17]. Meanwhile, 2018 was the third year of teacher certification implementation through Teachers Profession Education (TPE or PPG) which is performed at least 1 semester for teachers. PPG has entered a new stage since the prevailing of the Education and Culture Minister Regulation of Republic Indonesia, number 37 Year 2017 on Teachers’ Certification who were promoted until the end of 2015. In 2018, the implementation of Teacher Certification did not use Teacher Profession Education and Training, but Teacher Profession Education [PPG] [18]. Based on the regulation, teacher certification is aimed to improve their competence as professional workers at an education unit to fulfill pedagogic, personality, social and professional competence.

3.2 Teacher Adaption in Joining Profession Education

It has been clearly explained previously that teachers who have not had professional teacher certification are required to join Teacher Profession Education [PPG]. The PPG participant teachers of UIN Sunan Kalijaga Yogyakarta in 2018 were 968 and came from 22 provinces, in which the three provinces which had most participants were Central, East, and West Java as the nearest provinces to Special Region of Yogyakarta, see Graphic 1 Table 1.

![Figure 3](https://example.com/figure3.png)

**Figure 3. Flood becomes the Obstacle for the PPG Participant Teachers to Do Practical Test at School**

The PPG participant teachers follow the program for 3 months and move to 3 different learning places, so they need self-adjustment for many times. They lack of study...
concentration because of missing the family and live with little money. Fadhilah and Hilman’s research on overseas students’ self-adjustment strengthened this analysis [5]. According to them, studying at college outside their region is one of ways which is performed by the students to obtain better education. Overseas students enter new environment which is different from their origin. Self-adjustment is performed by them to harmonize themselves with the new environment. [21]. Besides the non-academic problem, there are also some academic ones. The PPG participant teachers should complete their academic load which is 24 credits with the following details:

TABLE 1
The Stages of Teachers Profession Education at UIN Sunan Kalijaga

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Credits (SKS)</th>
<th>Contents</th>
<th>Activities Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Classroom Course</td>
<td>10</td>
<td>Theories on pedagogic and professional competence</td>
<td>Campus</td>
</tr>
<tr>
<td>2</td>
<td>Workshop</td>
<td>8</td>
<td>Practice of Arranging Learning Unit and Peer Teaching</td>
<td>Partner/Associate School</td>
</tr>
<tr>
<td>3</td>
<td>PPL</td>
<td>6</td>
<td>Teaching Practice</td>
<td>Partner/Associate School</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Practical Test</td>
<td>0</td>
<td>Online Assessment done by Lecturer and Homeroom Teacher</td>
<td>Partner/Associate School</td>
</tr>
<tr>
<td>5</td>
<td>National Written Test</td>
<td>0</td>
<td>Computer-Based Written Test</td>
<td>Campus</td>
</tr>
</tbody>
</table>

Their scientific and pedagogic competences are various. Some of them are kindergarten teachers who are demanded to present the materials, so their knowledge is less honed. Some teachers have low computer operation level, even the others are not familiar with it. Many teachers rare or even have not obtained teaching method training so that their teaching method is monotonous especially for teachers who are older than 50 years old [23]. Another research also indicates that during the self-adjustment at college, the students experience some obstacles during the study in the first semester, such as lack of interaction with college and new friends and communication with boarding house friends and have difficulty in receiving the material taught by the lecturer. As a result, they cannot explore themselves in the college environment, feel anxiety to get dissatisfied score, experience mental stress, avoid social environment, feel lonely and become reserved, and some of them also suffer from depression and release it with narcotics and alcoholic beverages. The students have their own methods to handle the problems faced by them at college or new residence [24]. Both and non-academic self-adjustments of PPG participant teachers during the learning (modified from PPG’s Report) [25] are:

1. Joining the PPG excitedly
It is the PPG participant teachers’ encouragement because of the big struggle in joining this program, leaving their children, husband/wife, parents or even school in which they teach. Besides. Their spirit is very high because they have waited for the certification to improve their living standard, especially for honorary teachers whose allowance is low.

2. Being open and dare to ask and ask for assistance
Most of the participants are old (age > 50 years old) but proficient to operate the computer. They are not shy to ask younger participants for assistance to learn. Even some of them invite their children or nephew to learn ICT. Caused by the high spirit to be improved and pass PPG, they are finally able to operate computer. This skill is seen during the online written test as the requirement of passing PPG.

3. Have a good communication skill
The PPG participant teachers’ communication skill is seen when they join the course and workshop of learning unit. They seem very enthusiastic and solid, especially when making the lesson plan, media and assessment instrument. This outstanding competence is more obvious on Kindergarten than Elementary Teachers. The communication is not only verbal but also non-verbal such as cheerful and friendly face expression, love to greet and easily empathize. The competence of greeting, listening, asking, and problem solving are involve in the communication skill. The problem solving skill is seen when they use their environment as the learning source when they perform peer teaching.

4. Asking for the understanding and support from the family
Some of PPG participants are assisted by their family, for example grandmother, husband, children, and nephew for babysitting. There are also family that accompanies when the participants are sick and give birth. Video call is almost done everyday to reduce the anxiety and longing with their family.

5. Building a good and strong cooperation with friends, lecturers and senior teachers
The PPG participant teachers live in groups as their origin at the boarding house around UIN Sunan Kalijaga campus. They are as close as siblings because of the feeling of being in the same boat. They help each other, especially if they run out of money or are sick. Besides, they build a good and strong cooperation with their classmates. In the campus learning, they are divided into classes with 30 students/class and led by a class leader. The PPG participant teachers have academic and ICT competences. The class leader has their various competences data. They are divided into study groups made by considering their competence to do the assignment given by the lecturer. Each group consists of high, average, and low competence so that they can help each other. The teachers also establish a good cooperation with lecturers and senior teachers. They have many experiences as a private school teacher. The experience is their capital for sharing with the lecturers and senior teachers so that take and give process occurs. As the time goes by, they have good cooperation with the lecturers and senior teachers because they also apply andragogic model learning in the classroom and school in which they practice.

6. Performing IT Skill Training Massively
The teachers who are categorized in 20% have not
failed stance. As an example, in 10 years, Sunan Kalijaga pass the program (see Figure 5) [30]. Many failed participants are caused by the social learning so the take and give relationship is not maximum. It does not only occur in Indonesia but in other countries. In USA, the teacher certification implementation is slowly performed. As said by Jalal, in USA, the teacher certification policy has not successful in improving the teachers’ competence quality. It is caused by the strong teachers’ resistance. As an example, in 10 years, start from 1997 to 2006, America only targeted 100,000 teachers to be certified [31].

3. 4 The Teachers’ Self-Adjustment in Facing the 21st Century Education Challenges

The 21st century employment is more international, multicultural and inter-correlated. On the recent century, significant shift from manufacture to information and knowledge service. On the 21st century, teachers who have the following skills are required [32]: First, ICT Competences. Teachers must be expert to operate computer and internet because the students who are in this era have been familiar with those things. However, in the real life, 50% teachers are not able to access online announcement of teacher certification implementation so the participants’ number is not maximum [33]. Based on the data, the PPG participant teachers at UIN Sunan Kalijaga Yogyakarta indicates that 20% teachers have not been able to operate computer fluently and 40% have not been able to access online internet. However, as time goes by, through the process of learning with lecturers, friends or family [children and nephew], they are able to operate computer and access internet although it is not as smooth as the other people. They study hard because the skill is required to do the “Knowledge Test” that must be followed by all teachers.

Second, Competence in globalization, the borderless world. The teachers must have borderless attitudes such as being open, multicultural, networking, and tolerant because in nature, globalization is not only economic problem but also cross social and cultural problem. There is a tendency in which the teachers socialize with their same region friends. However, as the time passes, the take and give relationship is built during the study and erase the difference gaps.

Third, Competence in future strategies. The world is easy to change and runs very fast so that it has competence to precisely predict the future event and strategies. Teachers must be sharp in analyzing, predicting the future events and preparing their students to face the 21st century demand.

This data indicates that the teachers’ achievement has not shown optimal result. It does not only occur in Indonesia but in other countries. In USA, the teacher certification implementation is slowly performed. As said by Jalal, in USA, the teacher certification policy has not successful in improving the teachers’ competence quality. It is caused by the strong teachers’ resistance. As an example, in 10 years, start from 1997 to 2006, America only targeted 100,000 teachers to be certified [31].

Based on the data, it can be analyzed that the main key of self-adjustment is cooperation ability with family, friends, lecturers, and administrational staff. The relationship is which is based on trust and oriented to win-win solution. In the social learning, it is also called as reinforcement element, as said by Bandura that one of aspects of learning reinforcements is verbal persuasion. It can be an individual’s cooperation capital because this aspect can be in form of advice, suggestion, or information, entertaining and giving assistance towards friends [26], [27]. This research which is performed at Gajah Mada University found that there were five factors that play roles in the adjustment, which are: 1) support; 2) obstacle; 3) character; 4) intrapersonal; and 5) interpersonal [28]. Mattanah’s research in America also gave the same conclusion. Although students are attending college at higher rates in the United States than at any other time in history, not all are doing well once they get there. In fact, only about 60 percent of students, initially entering college, graduate within four to six years; many other students struggle with significant mental health difficulties while in college. What we know is that students’ relationships with close others, including their parents, faculty mentors, friends, and romantic partners, are important determinants of how well they are able to navigate the pathway through college.[29] The students, including PPG participant teachers need warmness, attention and care to support their mental so that they want to struggle. It is obtained by the lecturers who teach and senior teachers who guide the practice[30]. They also obtain material support, especially for sick participants. It is almost similar to Mattanah’s research which stated, 466 of 968 PPG participants or 48.14 % at UIN Sunan Kalijaga pass the program (see Figure 5) [30]. Many failed participants are caused by the problems which are explained previously.

![Figure 4. Teachers’ Self-adjustment in Joining PPG](image)

**Figure 5. Percentage of PPG participants who passed at UIN Sunan Kalijaga**

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Problem Solving, and Creativity and Innovation][34],[35],[36],[37]. The previous part has discussed that the teachers do many self-adjustments through cooperation and collaboration with family, friends, lecturers and senior teachers so that their cooperation skill is in good category. However, their critical thinking, creativity, and innovation competence are sufficient. It is seen from the survey result of implementation Higher Thinking Skill [HOTS] for students. HOTS is critical, logical, reflective, metacognitive, and creative thinking competence as the high level thinking competence. The scope of HOTS is started from the “analysis competence” as the competence of specifying aspects/elements of certain contexts; the evaluating competence is the thinking competence in taking decision based on the fact/information; and “creating” as the competence of building an idea. The result of survey carried out towards the PPG participant teachers on HOTS indicates that the average or 70% teachers in Indonesia know HOTS, 40% understand HOTS, 20% have implemented HOTS and 5% have been consistently used HOTS. In order words, only 25% Indonesian teachers who have implemented HOTS. This condition is supported by the fact which indicates the teachers’ competence and qualification gap with the determined standard. Tritiana et al’s research stated that the competence difference between teachers who have been and have not been certified are still low. 67% teachers have certificate and good performance and 53% have not been certified, so it is increased to 14% [38]. It certainly influences the low students’ outcome. The PISA [Program for International Student Assessment] study result in 2015 indicated that Indonesia had been positioned on the 67th rank of 76 countries. PISA result for Indonesia, as one of 72 countries joining PISA in 2015 (see figure 6), pictured the stagnancy and failure of education performance system in this developing country. Attractively, it dragged the writers to conduct this study in purposing to identify the factors probably influencing the low position of Indonesia in PISA result during its participation. Based on the analysis, teachers’ quality, education system, education fund as well as educational decentralization are the most probable major factors influencing Indonesia PISA [39].

![Image](https://www.oecd.org/pisa/pisa-data/2016-results-in-focus.pdf)

On the previous graphic, it can be seen that only few Indonesian students who have HOTS competence so that we need creative and innovative who have strong mentality and positive soul to start new methods, have critical thinking and good communication and against the myth. [40]. As uttered by Renald Kasali, Indonesia needs creative, inspirational and communicative. Teachers who are able to give inspiration, build creativity and respond the diversity as a strength and the smallest thing as a benefit [41]. On the 21st century, the shift of teaching strategies performed by the teachers from traditional to digital approach is relevant with the students’ need fulfillment. However, the transitional process from traditional to digital class is various and depends on how teachers and relevant school respond to it. In order to manifest creative and innovative teachers, they should struggle, need more relevant and extraordinary methods as done by UIN Sunan Kalijaga. First, the teachers are required to bring laptop so that they will be directly involved in IT. Second, study groups with various competences in IT are made to learn each other. Third, they’re given IT-related task so they practice in autodidact manner. Fourth, classroom presentation and practices is prioritized to technologically backwards teachers. Fifth, teachers who are successful to make creative products, especially in form of learning media, is given a present. Considering those methods, 20% teachers who have not previously had IT skill can be familiar with it. Therefore, they could do the online and national Knowledge Test of PPG. Teachers are process variable of both fast or slow adoption result and moving technology adaptation. There are four teacher adoption and adaptation process phases in the 21st century learning, such as 1) dabbling, 2) old things in old ways, 3) old things in new ways and 4) doing new things in new ways/ innovation [42]. During the 3.5 months PPG period, the most significant teachers’ self-adjustment is IT competence, which is from 30% cannot access online internet and 20% cannot operate computer to 100% online and operate computer. IT skill also supports the teachers’ competence in global standard context. Unfortunately, some teachers are notable to maintain or even develop their skill after they come back. The many obstacles are the inexistence of internet at home and school and laptop. Furthermore, the good self-adjustment competence is communication and cooperation because they are the success key of joining PPG process, among them in form of cooperation in arranging Lesson Plan, Media, Teaching Material, and Assessment Instrument. In the 21st century education context, the teachers have been successful in facing the social and cultural diversity problems. They can build borderless relationship, especially they who have feeling in the same boat. Their weakness is the innovative critical thinking level which is seen from the low implementation of HOTS-based learning, which is 25%.

4 CONCLUSION

Teachers have a big responsibility to develop the nation and civilization. So, a teacher should fulfill both national and global standard. After the establishment of Teacher and Lecturer Law Number 14 Year 2005, Indonesian teachers should fulfill S1/D4 degree and have educator certificate as the qualifications. Therefore, the certification program which is performed with Teacher Profession Education [PPG] has been established since 2018. In 2018, PPG participant teachers at UIN Sunan Kalijaga Yogyakarta came from 22 provinces with various school backgrounds. Therefore, they need optimum self-adjustment. This study finds six teachers’ self-adjustment aspects during the PPG, such as: 1) strong internal motivation, 2) ask for understanding and support from family, 3) being open, 4) doing good and cross...
cultural communication, 5) building good cooperation with friends, lecturers, and senior teachers, and 6) practicing IT massively. The most significant increase in practicing IT of the 6 aspects is 100% and the lowest is 15% teachers who implement HOTS competence.

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