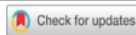# Development of a Roadmap for the Development of Learning and Teaching Profession

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Sections Info	ABSTRACT
Article history: Submitted: August 11, 2022 Final Revised: September 15, 2022 Accepted: September 18, 2022 Published: September 30, 2022 **Keywords:** Educator profession Learning Roadmap	The Institute for Learning Development and Quality Assurance (LDQA) Universitas Negeri Surabaya (i.e Unesa) is one of the Unesa environmental organs that has the task and function of maintaining and improving the quality of Unesa learning and as a reference for learning activities at related educational institutions. This research was conducted using a quantitative descriptive approach. The subjects of this research consist of 3 targets, namely: 1) General LDQA Management, 2) Learning Development Sector, and 3) Profession Development Sector. In this study, for the first and second problems, data were collected using documents, interviews and focus group discussions (FGD). The data obtained were analyzed descriptively qualitatively and quantitatively. Based on the results and discussion, it can be concluded that the roadmap for the Institute for Learning Development and Quality Assurance, for Professional Development for LDQA Unesa Educators and for Learning for LDQA Unesa has been prepared by accommodating the field of study which is the main task and function to answer the challenges of current and future learning needs. As for suggestions to improve achievement, it is necessary to increase cooperation with external parties who are institutionally closely related, namely *dit. Belmawa*, directorate general of higher education, directorate general of TOEP, education office, related institutions in accordance with LDQA's main duties and functions.

INTRODUCTION

The preparation of teachers as a profession is stated in Government Regulation Number 74 of 2008 concerning Teachers. In addition to the teacher must have a bachelor's degree qualification, the teacher must have a professional teaching certificate obtained through professional education. Article 2 states that teachers are required to have academic qualifications, competencies, educator certificates, physically and mentally healthy, and have the ability to realize national education goals. Furthermore, Article 4 paragraph (1) Educator Certificates for teachers are obtained through professional education programs organized by universities that have accredited education personnel procurement programs, both organized by the Government and the Community, and determined by the Government. In paragraph (2) it is stated that the professional education program as referred to in paragraph (1) is only followed by students who already have the Academic Qualifications of S-1 or D-IV in accordance with the provisions of the legislation.

Mapping of graduate competencies and Tracer study of TPE alumni is one of the empirical studies that is expected to provide information to evaluate educational outcomes at TPE Unesa. With this tracer study activity, it is hoped that TPE Unesa graduates will get information indicating the lack of implementation of the study program and provide the basics for implementing future plans. For this reason, information on the success of professionalism (career, status, income) of alumni is needed. Meanwhile, Unesa is an

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