

# Implementation of Development of Sustainable Private Vocational School (TEAM) for Professional Teachers of State Elementary Schools in Samarinda

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**Abstract**—This study aims to: (1) Describe how the implementation of sustainable professional development (PKB), namely (Self Development activities; Scientific Work Activities / Scientific Publication; Innovative Work); (2) to know the supporting factors and inhibiting the implementation of CLA. The study was conducted in the State Elementary School of Loajan Ilir Samarinda. Type of qualitative descriptive research. As respondents, there were 42 class IV teachers with a certificate of education. Data collection techniques with questionnaires, interviews and documentation. And data analysis techniques used qualitative descriptive analysis with the Miles and Huberman models. The results of the study: (1) In general, the implementation of competent professional development (PKB) for class IV / a teachers with certificates in educators in the Public Elementary School of Loaan Ilir Subdistrict is still not maximal: (b) for scientific papers / scientific publications including low categories (27.97%); (c) for innovative work activities it is also in the low category (29.91%). From the results of interviews with the Principal and the Education Office, it is known that there are still many teachers who do not understand the concept of PKB. Therefore there are still many teachers who have not implemented the PKB in a gradual and sustainable manner. (2) From the interviews it is known that for supporting factors in the form of motivation from the principal and the head of the education office there is still less. Likewise the motivation of the teacher itself. As for the inhibiting factors, namely lack of motivation from teachers, lack of socialization, it is difficult for teachers to follow the development of ICTs, not trying to develop their competence, lack of adequate infrastructure and age factors.

**Keywords**— *Continuous Professional Development, barriers*

## I. INTRODUCTION

Teachers are professional educators who have the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education in formal education, basic education and secondary education (Law No. 14 of 2005). The teacher's task practically includes several activities, namely: planning learning, implementing learning, assessing learning outcomes, guiding, training students, and carrying out additional tasks (PP No. 74 of 2008).

To be able to carry out the professionalism task, the teacher must have the required academic qualifications, be competent, have an educator certificate, physically and mentally healthy, and have the ability to realize national education goals (PP No. 74 of 2008, Article 2). These teachers who meet the required standards are expected to be able to carry out professional duties effectively, be able to realize learning, and achieve national education goals [1].

The consequence of the teacher as a profession, is Continuing Professional Development (PKB). Processed Professional Development (PKB) is the development of teacher competencies carried out in accordance with the needs, gradually, continuously to improve professionalism. PKB is an activity designed to realize the formation of professional teachers. Therefore, a system of guidance and development is needed on a programmed and ongoing basis for the teaching profession. The aim of PKB for teachers is to improve the quality of education services in schools in order to improve the quality of education [2].

PKB is one of the main elements besides learning / mentoring activities and other additional tasks that are relevant to the function of the school / madrasah which are given credit numbers for teacher promotion / promotion. PKB activities will have an impact on the teacher's career in the form of promotion / position through submission of credit numbers. In this case, the First teacher with rank III / a Young Stylist ranks up to the Main Teacher with the Main Trustee rank space class IV / e must carry out the PKB. PKB consists of three main activities: (1) Self-development, (2) Scientific work, (3) Innovative work [3,4].

Book 1 (PKB Management Guidelines), explains that self-development is an effort to improve self-professionalism in order to have competencies in accordance with laws and regulations so that they are able to carry out their main tasks and obligations in learning / mentoring including the implementation of additional tasks relevant to school functions / madrasa. Furthermore, in Book 4 (Guidelines for PKB Activities and Credit Figures), self-development is an effort to increase teacher

professionalism in order to have competencies in accordance with established standards, according to the development of science, technology, and / or art. Self-development consists of three main activity elements, namely: (1) Education and training, (2) teacher collective activities [3,5].

Scientific publications / scientific papers are scientific papers that have been published to the public as a form of teacher contribution to improving the quality of the learning process in schools and the development of the world of education in general. Activities include: (1) Presentations at scientific forums; (2) Scientific publications on the results of research or innovative ideas in the field of formal education; (3) Publication of textbooks, enrichment books and / or teacher guidelines.

Innovative work is a work that is development, modification or new invention as a form of the teacher's contribution to improving the quality of the learning process in school and the development of the world of education, science / technology and art. Innovative works consist of: (1) Discovery of appropriate technology in complex and / or simple categories; (2) Discovery / creation or development of complex and / or simple categories of artwork; (3) Making / modifying learning tools / visual aids / practicum in complex and / or simple categories; (4) Preparation of information, guidelines, questions and the like at the national and provincial levels.

In connection with the various PKB programs, the Government has carried out various efforts. These efforts began with teacher certification, socialization of government regulations and guidebooks related to the concept and implementation of PKB, functional training, workshops related to self-development, scientific publications / scientific papers, and (3) innovative works.

The reality in the field shows that the efforts made by the government appear to have not succeeded optimally. Until now there are still many teachers in elementary schools (SD) in East Kalimantan Province, including Samarinda who have not / have not implemented PKB in a gradual and sustainable manner. This is partly due to: (1) the lack of knowledge and understanding of the teacher about the concept and implementation of CLA, (2) the limited ability and skills of the teacher in writing scientific work.

Yuliana, et al. [6] have conducted research on PKB which aimed to (1) Analyze and describe the teacher's understanding of sustainable professional development (PKB); (2) The leadership role of the principal as a motivator; (3) The leadership role of the principal as an innovator, (4) The leadership role of the principal as an aspirator in continuous professional development to make professional teachers and the obstacles faced by the teachers of SD Negeri 4 Metro Timur to meet the demands of continuous professional development.

As far as the author knows, not many researchers have conducted research on the Implementation of Sustainable Professional Development (PKB) in Public Elementary

Schools in Samarinda, especially in the District of Loajanan Ilir Samarinda. This study aims to: (1) Describe how the implementation of CLA (Self Development; Scientific Work / Scientific Publication; Innovative work for certified elementary school teachers of educators; (2) To know the supporting and inhibiting factors for the implementation of CLA.

## II. METHODS

The approach used is descriptive quantitative. This research was conducted at SDN Loajanan Ilir Subdistrict Samarinda. The research respondents were 42 teacher-certified SDN teachers. The data collected is data about the implementation of continuous professional development, supporting factors and inhibitors. Techniques for collecting data using questionnaires and Interview Guidelines. The data analysis technique uses descriptive quantitative.

## III. RESULT AND DISCUSSION

In general, the implementation of continuous professional development for educated certified teachers in SDN Loajanan Ilir Subdistrict Samarinda has not been maximized. Most teachers have not conducted PKB on an ongoing basis. Sometimes carry out self-development, scientific publications, and/or create innovative works either individually or in groups.

### (a) Self Development Activities

Self-development activities consist of two main groups of activities, namely: (1) functional training, (2) teacher collective activities. The results showed that this activity was included in the medium category 63.22%, sometimes done. The results of the interview indicated that for education and training activities, the school principal provided opportunities and support for the teachers to take turns in arranged training. Other forms of support, namely if there is a training invitation that does not include the name of the teacher, then the principal offers the teachers. Teachers who are willing to take part in the new training are registered and a letter of assignment is made. Not all teachers carry out teacher collective activities. Activities that can be carried out are: IHT, KKG, MGMP, KKKS, MKKS, and teacher professional associations that aim to improve teacher professionalism. Similar to education and training activities, the principal has provided opportunities and support to the teacher to be the discussants or participants in the seminar. There are teachers who participate in the preparation of syllabus, lesson plans and joint student worksheets at the religious teacher forum (KKG Religion). Thus it can be said that self-development activities in the implementation of sustainable professional development have not been carried out thoroughly.

### (b) Scientific Writing Activities / Scientific Publications

Scientific papers / scientific publications consist of three activities: (1) presentations at scientific forums; (2) carry out scientific publications resulting from research or scientific ideas in the field of formal education; and (3) carry out publication of textbooks,

enrichment books, and teacher guidelines. The results showed that this activity included a low category of 27.97%, rarely done. The results of the interview show that the principal has provided opportunities and support to the teacher, but most teachers have not taken advantage of the opportunity properly. In scientific writing / scientific publications, both for papers presented at scientific forums, scientific papers from research or innovative ideas in the field of formal education, as well as scientific papers on textbooks, enrichment books and / or teacher guidelines, are not implemented by all teachers.

(c) Innovative Work Activities

The innovative work consists of four activities, namely: (1) making appropriate technology, (2) finding / creating artwork; (3) making / modifying teaching aids, visual aids, practicum; (4) development of the preparation of standards, guidelines, questions and the like. The results showed that this activity was included in the low category of 29.91%, or rarely done. The results of the interviews indicate that a small proportion of the teachers who have carried out innovative work activities, while most of the others did not implement it.

Supporting factors in the form of motivation from school principals and education office heads are still lacking. And the motivation of the teacher itself is still very lacking. While the inhibiting factors, namely the lack of motivation from the teacher, lack of socialization, it is difficult for teachers to follow the development of ICTs, do not attempt to develop their competence, lack of adequate infrastructure and age actors.

The results of the study are in line with the results of the Maksum [7] study, that the implementation of the PKB for elementary school teachers in the Tarakan 2 group is still not fully implemented. Efforts to improve the competence and profession of the teachers, all principals in cluster 2 have provided opportunities or support to certified teachers to participate in PKB activities but the motivation of the teachers themselves is still lacking.

The Continuing Professional Development Program (PKB) for elementary school teachers is theoretically expected to be able to improve teacher competency and performance, so that this program can help the promotion / class and functional positions of teachers. Thus there is a need for further synchronization, coordination and evaluation of the implementation of CLA in schools, especially in elementary schools.

Rohmah [8] results show that the Implementation of Continuing Professional Development (PKB) can improve pedagogical, professional, social and personality competencies to meet future needs and demands related to the profession as a teacher. Increasing these competencies can support quality education services and have implications for obtaining credit numbers for teacher career development. The elements of continuous professional development in the form of self-development, scientific publications, and innovative

works are expected to be carried out regularly, systematically, and sustainably in accordance with the needs of their professional development.

#### IV. CONCLUSION

Based on the results of analysis and discussion, it can be concluded that in general the implementation of Sustainable Professional Development (PKB) for teachers with the certification of educators in SDN Lojanaan Ilir Subdistrict Samarinda has not been maximized: (1) for self-development activities including medium category (63.22%), (2) for scientific writing activities / scientific publications including low category (27.97%), and (3) for innovative works including low category (29.91%).

Supporting factors in the form of motivation from the principal and the head of the education office are still lacking. And the motivation of the teacher itself is still very lacking. While the inhibiting factors, namely the lack of motivation from the teacher, lack of socialization, it is difficult for teachers to follow the development of ICTs, do not attempt to develop their competence, lack of adequate infrastructure and age actors.

In accordance with these conclusions, a comprehensive and integrated policy is needed, so that teachers with existing workloads are still able to develop their professionalism.

1. Teachers need to increase motivation, attend training: Inhouse training (IHT), internships, school partnerships, distance learning, tiered training and special training, short courses at LPTK, internal coaching by schools, further education, or other activities. In addition, discussions on educational issues, seminars, workshops, research, writing books / teaching materials, making learning media, making technology / artworks.
2. Principals need to provide and add to the collection of books, references that require teachers to implement PKB (Self Development, Scientific Publication or KTI, Innovative Work), namely Government Regulation (PP), Minister of State Regulation PAN, Permendiknas and PKB Implementation Guidelines others for teachers, giving motivation and examples of scientific publications, writing scientific papers (KTI),
3. Local Government (Head of Provincial, City or UPTD Service), needs to program and implement four stages to realize professional teachers, namely (a) Provision of university-based teachers, (b) induction of school-based novice teachers, (c) Teacher professionalization based on institutional initiatives, (d) Professionalization of individual-based teachers or becoming civil servants.
4. There needs to be a special supervisor for teachers who will propose ranks, especially in scientific publications or writing scientific papers (KTI). This is intended to make teachers better understand in scientific publications and Eastern Indonesia.

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