

Continuing Professional Development (CPD) Program for English Teachers' Professional Competence in Secondary Subject Teachers' Forum of Serang Regency

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Abstract—Professional teachers are expected to be able to participate in national development. Teachers as learners must always carry out self-development activities. It means that self-development is done not for the government, not for principals, and also not for the education office but practically every educator is a learner. Thus, teachers are expected to conduct professional development during their career based on their roles and responsibilities. The latest professional development program that has been established is the Continuing Professional Development (CPD) program. The purpose of the study is to analyze the impacts of CPD on Junior High School English Teachers Competence. Further, it detects the obstacles faced by Junior High School English Teachers when implementing this program. In doing so, this study involved the participants of the English Secondary Subject Teachers' Forum of Serang Regency. This study is a qualitative study and the data have been gathered by conducting observation, interview, and documentation. The results indicated that the CPD program actually is good and intend to be useful. The participants were facilitated by the tutor to evaluate and give feedback. They also got modules to improve their competence in teaching. However, some teachers think that what they got from the CPD is not appropriate to be implemented in the classroom.

Keywords—CPD, Learning Teachers, Professional Development, Teachers' Competence

I. INTRODUCTION

The teacher has an important and strategic task, function, and role in the intellectual life of the nation. Professional teachers are expected to be able to participate in national development. Teachers as learners must always carry out self-development activities. It means that self-development is done not for the government, not for principals, and also not for the education office but practically every educator is a learner. This statement is in line with government policy that teachers must always carry out self-development as part of Sustainable Professional Development. Increasing teacher competency related to professionalism must be carried out continuously.

The Law No. 14 the Year 2005 of the Republic of Indonesia about Teachers and Lecturers, which states that in performing professional duties, teachers are obligated to improve and develop academic qualifications and proficiencies in a sustainable manner in line with the development of science and technology.

To be a professional teacher, it is obligated for every teacher to take part in every learning activity. The latest learning activity for a professional development program that has been established is the Continuing Professional Development (CPD) program. CPD is a persistent collaborative learning process that steadily encourages the growth of the educators (individuals and teams) through an adult learner-centered, job-embedded process. It focuses on educators' achieving the skills, abilities, and deep understanding needed to improve student achievement [1].

That CPD program also has been applied in Indonesia. That program is called as continuous professional development (*Pengembangan Keprofesian Berkelanjutan*, PKB). One of the goals of this program is to increase the teacher competency test score (*Uji Kompetensi Guru*, UKG).

Serang Regency in Banten Province is one of the regions that take part in continuous professional development (best known as PKB) for increasing the teachers' competency test results. This program is considered as the important thing to do to enhance teachers' and students' quality. Serang Regency has partnered with USAID PRIORITAS since 2012 and reached two sub-districts, Petir and Ciruas. To improve teacher professionalism, Serang Regency has 35 regional facilitators and 8 tiered reading program facilitators. To spread the reach of beneficiaries, various dissemination training has been held since 2014 at a cost exceeding Rp500 million.

Meanwhile, the efforts from Serang Regency government have not produced the maximum results yet. According to regional education balance (*Neraca Pendidikan Daerah*, NPD) which has been published by the Ministry of Education and Culture of Indonesia (2018), Teacher Competency Test (UKG) data show that junior high school teacher in Serang regency score accomplishment is 56.25 with the pedagogical score is 50,05 and professional score is 54.89. Based on those results, Serang regency got 53.44 for the average. That average score is still lower than the passing grade Year 2018, that is 75. That also placed Serang Regency as the "bottom three" score in Banten Province together with Lebak Regency (average is 52.61) and Pandegelang regency (average is 51.56).

There are some teacher's perceptions about the above condition. The previous study has revealed that there are various obstacles faced by teachers, such as low motivation

of achievement, limited time, lack of knowledge, and perceptions on the government regulations. Furthermore, there is no difference in teachers' competence and skills before and after the certification. The teachers are less trying to improve their proficiency and tend to show the same result as before [2].

According to the interview with two teachers from Junior High School English Secondary Subject Teachers' Forum of Serang Regency (*MGMP Bahasa Inggris Kabupaten Serang*), the teachers stated that the CPD program is good and intend to be useful. There are the tutors who helped them to practice. The tutor also evaluated and gave feedback on what they have done. They also get modules to improve their competence in teaching.

However, they think that what they got from the CPD is not appropriate to be implemented in the classroom. It seems that the theory can not match with the reality they faced. The other problem is because of the minimum standard to pass is changing every year so that even though they passed it last year, it does not mean that their score is enough to fulfill this year standard. It is also difficult for them to engage with a lot of materials in limited time because they also have responsibility for teaching, not only improving themselves. There are three modes implemented for CPD in Indonesia, they are face-to-face mode, online mode, and combination mode. But every teacher only got one mode. It means that not all teachers are exposed to technology development which is using computers and internet connection.

Based on the explanation above, the researcher is interested in conducting a study about "Continuing Professional Development (CPD) Program for English Teachers' Professional Competence in Secondary Subject Teachers' Forum of Serang Regency".

II. LITERATURE REVIEW

A. *Continuing Professional Development (CPD)*

Teachers need to update and improve their skills through professional development to fulfill the high standards and calls for enhancing quality. This professional development is now called Continuing Professional Development (CPD). CPD is used to cover a big range of activities that were designed to contribute to the learning teachers, who have completed their beginning training [3].

Neil and Morgan [4] say that CPD can be related to any developmental activities that take place continuing the induction period and it should ensure there are some relations between the professional and personal needs of the individual teacher and between the needs of the school and the teacher. Teachers should be willing to develop their interests for this professional development. If teachers plan sensibly, by looking after their distinct professional interests, they will enhance the quality of the teaching and learning taking place in their classrooms, and they will benefit the schools in which they are working.

B. *Teachers' Competence*

The Laws of the Republic of Indonesia [5] about Teachers and Lecturers states that competency is a set of knowledge, skills, and behavior that must be owned, lived and controlled by teacher or lecturer in carrying out the task

of professionalism. As a teacher, the competencies that should be obligated to have are including the pedagogic competence, personality competence, social competence, and professional competence which is obtained through professional education. According to that concept, the teacher is responsible to enhance and to develop the academic qualification and the competence continuously in line with science, technology, and art development. That continuous development program consists of the subsection of self-development, scientific publications, and innovative works.

C. *Teachers' Competence*

The previous study discusses Continuing Professional Development: Perceptions of Elementary School Teachers in Saudi Arabia. This study has been conducted by Sywelem and Witte[6]. The research targeted on sensible applications and examined the perceptions of elementary school teachers in Asian country regarding the effectiveness and facilitators of continuous professional development (CPD) activities. The researcher stated that the skill development may be a crucial component which will guarantee made of faculty amendment and the development takes place among faculty systems. The proficiency and faculty development overlap and therefore the common link relates to current continuous improvement on the part of teachers and principals.

A particular objective of the study enclosed ascertaining whether skilled or not skilled development programs were providing useful data and skills to academics that might end in promoting student action. The result of the study shows the necessity to attach a skill development efforts with relevant topics and methods that may permit academics to realize and acknowledge the importance for upgrading data and skills.

The similarities of the previous study and the recent study are both of the study focus on the effectiveness of the CPD program to the teachers' skills development. Both of study agree that teachers' skill development is crucial for the teaching and learning process and that is the reasons why the teachers need the professional development. Meanwhile, the differences of the previous study and the recent study are the subject of the research and the method.

The other previous study by Merliza and Retnawati (2018) about Continuing Professional Development (CPD) for junior high school mathematics teacher has revealed that there are various obstacles faced by teachers, such as low motivation of achievement, limited time, lack of knowledge, and perceptions on the government regulations. Furthermore, there is no difference in teachers' competence and skills before and after the certification. The teachers are less trying to improve their proficiency and tend to show the same result as before.

In term of the teachers' competence, Sulistiyo [7]. Presents an overview of English language teaching and English as a Foreign Language (EFL) teacher education in Indonesia. Several factors appear to block the success of teaching and learning EFL in Indonesia. The teacher qualifications and low English proficiency, classroom size, students' motivation, classroom-oriented learning, and

limited sources of learning are factors that influence EFL teaching and learning success.

There are some restraints at work between language policy and language teaching classroom practices in Indonesia. First, students have very different motivations and background traits, which make it difficult to design and resource a single curriculum that suits all (or most) students across the country. Second, insufficient funds mean low wages for teachers, poor resourcing and the likelihood of large class sizes. Low teacher salaries cause the majority of teachers to work in additional jobs outside of school hours, which reduces the time they can allocate to lesson preparation, efforts to improve teaching practices and undertaking development to enhance their professional knowledge. Third, the influence of policy and curriculum politics is a constraint to language learning. In EFL teaching and learning contexts, teacher competence is essential to facilitating successful English exposure and learning during classroom activities.

The similarities of the previous study and the recent study are the scope of study (MGMP) and both of the study identify the obstacles faced by teachers. Meanwhile, the differences of the previous study and the recent study are the subject of the research and the method. The previous study focuses on the junior high school mathematics teachers, but the recent study focuses on the junior high school English teachers.

III. METHODOLOGY

This research is qualitative research. This research used purposive and snowball sampling. The research has been done in Junior High School English MGMP of Serang Regency in July 2019. There are 73 respondents in this research. The respondents of this research are 73 teachers from Junior High School English Secondary Subject Teachers's Forum of Serang Regency. The researcher had been delivered questionnaire to those respondents with the purpose to get the general description of them. The researcher also had conducted in-depth interview with 5 respondents and the chairman of MGMP Serang Regency.

IV. DISCUSSION

To answer the research questions of the implementation of CPD through Learning Teachers Activities, how the impacts of CPD on Junior High School English Teachers Competence, how the obstacles faced by Junior High School English Teachers when implementing Learning Teachers and how the major activities of CPD practiced by Junior High School English teachers in Serang Regency, the data have been collected by using the questionnaire, observation sheet, in-depth interview questions list, and documentation.

The CPD program has been implemented in Serang Regency since 2015 and it is started by conducting Teachers Competence Test (UKG) to categorize the teachers based on the score they got. There are three modes have been implemented, face-to-face mode, online mode, and combination online mode. Those modes will be informed to the teachers every year, and there is a possibility of the changing mode from the previous year, that is why the teachers to be active to check it in their SIM-PKB account.

The minimum standard score also will increase every year. That allows the teacher to improve themselves more and more. For 2018, the minimum standard of this CPD is 75 and data show that the Junior High School English teachers' score in MGMP of Serang regency is still under that standard. It is in line with the data from regional education balance (*Neraca Pendidikan Daerah*, NPD) which has been published by the Ministry of Education and Culture of Indonesia (2018), that the Teacher Competency Test (UKG) data show that junior high school teacher in Serang regency score accomplishment is 56.25 with the pedagogical score is 50,05 and professional score is 54.89. Based on those results, Serang regency got 53.44 for the average.

The CPD is basically a good and useful program. It has been implemented by providing modules and facilitators to support teachers' need in their professional development. However, this program only covers two components of competence, they are pedagogical and professional competence. It is not in line with The Laws of the Republic of Indonesia Number 14 the Year 2005 about Teachers and Lecturers that states that as a teacher, the competencies that should be obligated to have are including the pedagogic competence, personality competence, social competence, and professional competence which is obtained through professional education.

In the CPD implementation, there are some obstacles that teachers face. Those obstacles are the distance from school to training location is too far (face-to-face mode), the internet connection in remote area is not good (online mode), the time span between training is too long, some of them did not get the information of the continuation of the program, the lack of motivation, the limitation of time, and the materials are similar to the training from their schools. These findings can complete the previous study that found that there are various obstacles faced by teachers, such as low motivation of achievement, limited time, lack of knowledge, and perceptions on the government regulations[2].

V. CONCLUSION

The CPD program is intended to be a good and useful program. This program can help teachers to develop themselves. Some teachers think that this program can improve their professional competence because they can gain new knowledge to be implemented in the classroom activities. They think that this program should be continued to maintain and increase the teachers' skills.

In the implementation, there are some obstacles that the teachers face. Those obstacles are the distance from school to training location is too far (face-to-face mode), the internet connection in remote area is not good (online mode), the time span between training is too long, some of them did not get the information of the continuation of the program, and the materials are similar to the training from their schools.

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