

# Developing of The Continuing Professionalism Development (CPD) Policy for Teachers in Islamic School (Madrasah): Learning From Finland

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**Abstract:** Teacher Continuing Professional Development (CPD) is the mandate of the law to improve the quality of education in Indonesia coupled with the provision of professional allowances. The CPD has not been running ideal. The teacher still positions himself to wait for the professional development program from the government. The teacher has not positioned himself as an active subject in improving his professional competence. Finland is a model that can be used as an example in developing CPD. From the essence of CPD, Finland can be a leading country in education. They make CPD as an instrument designed since the period of education of prospective teachers and integrating CPD work with institutional functions of higher education. Madrasah teachers are an important subject to be considered in implementing CPD policies. They became one of the groups of teachers who helped bridge the development of education and at the same time were obliged to maintain the moral and moral character of the students religion. Several studies show that this group of teachers is at the lower level of the teacher strata in Indonesia. Starting from the education qualification mismatch with the subject matter to the low competencies they have..

## 1 INTRODUCTION

Continuing Professional Development (CPD) for teachers is one of the keys to Finland's success in building its education system (Sahlberg, 2010). Until the 1960s, the education level of the Finnish people lagged far behind that of neighboring countries such as Sweden, Norway, and Denmark. Only one of ten children in Finland completed basic education. However, in 2000 Finland was able to catch up and then lead in education by becoming the culmination of educational assessment program activities according to the PISA (Program for International Student Assessment) survey (Sahlberg, 2011)

Higher education for prospective teachers has a significant role in the development of teacher competencies (Feiman-Nemser, 2001). In the pre-service training stage, a prospective teacher explores and identifies learning and teaching through dialogue with peers and lecturers involved in their education (Livingston and Shiach, 2010). Learning is carried out with inquiry and reflective strategies that enable prospective teachers to be able to plan,

implement, and evaluate the professional performance they will undergo.

This prospective teacher education institution is responsible for preparing professional teachers who can work independently to carry out learning and at the same time improve the learning process in the classroom. During their education, they received basic educational thinking material, educational research methodologies, and later on to more advanced educational sciences. They are also encouraged to learn to plan and carry out the practice of educational theory research. That is, education for prospective teachers combines practice, research, and reflection during lectures and learning practices in schools (Sahlberg, 2011).

When teachers enter school, the in-service professional development teacher training program is conducted in three ways. First, by collaborating with projects funded by the Finnish Ministry of Education and Culture and the Finnish National Education Board which has a financing scheme to increase education competencies. Second, establish cooperation with the university. Third, integrating CLA with school development programs through

expert teachers (Niemi, 2015). The teacher is free to choose the scheme of the CPD development program that he wants to run.

In contrast to other European countries, teacher professional development in Finland builds on the teachers concerned. They are obliged to develop their profession independently by conducting collaborative training and research with the Continuing Professional Development (CPD) institution in universities in Finland. Almost all higher education institutions that have educational programs for prospective teachers are required to have a CPD institution.

Reading the steps of the Finnish government in developing the teaching profession, we can draw a common thread that the teaching profession is designed from the start as professional work by upholding ethics and commitment to educational success (Sahlberg, 2011). Teachers in Finland are the best graduates. They were chosen with strict selection related to pedagogical abilities with good interaction and communication skills. After graduation, they are required to take part in a state-mandated development program (Sahlberg, 2011)

At this point, it can be underlined that the role of higher education institutions to encourage the CPD process is very important in Finland. Not only makes the essence of CPD a part of the mainstream in learning for prospective teachers, but it also maintains and continues the competence of post-exit from the collaborative Higher Education (HE).

The Indonesian government has the opportunity to replicate the pattern used by Finland. First, the existence of Teacher Education Training which is spread evenly in Indonesia where there is a CPD institution. Until now, only large tertiary education institutions that have and in the institutional design process.

Second, Teacher Education Training lecturers can be encouraged to carry out the implementation of the Tri Dharma of Higher Education in the field of CPD. In particular, they involve themselves in the teacher development process. Not only teaching theory or supervising learning, but more than that lecturers are encouraged to be involved in improving teacher competence.

Third, the 2003 National Education System Law which provides incentives to teachers mandates part of the professional education allowance for the development of pedagogical and professional competencies. The state can encourage teachers to carry out their professional duties. On the other hand, higher education owns the Teacher Education Training

A serious challenge is experienced by teachers in Madrasas. Problems that plague more complex than teachers who are in public schools. They have mismatch qualifications with poor subjects and competencies (Udin, 2011).

## **2 THEORETICAL**

### **2.1 CPD for Islamic Education (Madrasah) Teachers**

CPD for Islamic School (madrasah) teacher is a mandate of Law No. 20 of 2003 concerning the National Education System. In this law, the role of Islamic religious teachers in the national education system is an important part in realizing national education goals. The mandate explicitly stated in Article 3, which states that

National education educates the nation's life aims to develop the potential of students to become human believers and devote to God, noble, healthy, knowledgeable, capable, creative, independent, and to be democratic and responsible citizens

In the next article, Article 12 paragraph 1a, states every student in each educational unit has the right to receive religious education by the religion. In this context, Islamic education has the same space as general education to provide quality education services in which there is teacher professional development.

In particular, Article 29 regulates academic qualifications, competencies, and educator certificates. Academic qualifications are the last level of education a teacher must possess. Competence is the ability that must be possessed includes professional, pedagogical, personality and social competence. With this requirement, teachers have the ability to improve the quality of national education. Certification is the process of providing educator certificates for teachers conducted by accredited and determined Teacher Education Training by the government.

Specifically, the mandate to increase teacher qualifications and competencies is in Article 8 of the Law of the Republic of Indonesia number 14 of 2005. Specifically, the regulation is in Minister of National Education Regulation Number 18 of 2007

### **2.2 History of Teacher Professional Development in the Ministry of Religion**

The teacher education program in the Ministry of Religion began in 1950. The government began organizing professional teacher education through the Islamic Religious Teacher School (Sekolah Guru Guru Agama Islam/SGAI) and the Islamic Religious

Judge Teacher School (Sekolah Guru Hakim Agama Islam/ SGHAI)

Not long after, two teacher education institutions experienced a change of name and learning system. By the Decree of the Minister of Religion February 15, 1951, SGAI became PGA (Pendidikan Guru Agama/Religious Teacher Education) while SGHAI became SGHA (Sekolah Guru Hakim Agama/Religious Judge Teacher School). The next change took place along with the change in the Education Section which developed into the Bureau of Religious Education in the Ministry of Religion. Provisions regarding PGA and SGHA are amended. The 5-year PGA was changed to 6 years, consisting of the first 4 years PGA and 2 years PGA.

In addition to preparing teachers through secondary education, the government also prepares teachers through Islamic Higher Education channels. On 12 August 1950, the Faculty of Religion of the Islamic University of Indonesia (UII) was separated and taken over by the government. On September 26, 1951, a new university was officially opened under the name PTAIN (Perguruan Tinggi Agama Islam Negeri/State Islamic College) under the supervision of the Ministry of Religion. In 1957, the Academy of Religion of the Sciences (Akademi Dinas Ilmu Agama/ADIA) was established in Jakarta. The academy is intended as a training school for officials serving in the government (Ministry of Religion) and for religious teaching in schools. In 1960 PTAIN and ADIA were put together to become IAIN (Institut Agama Islam Negeri/ Islamic State Institute).

At the beginning of the New Order era, the government re-aligned national education goals which previously tended to be left-wing paradigms. Based on the MPRS Decree Number XXVII / MPRS / 1966, the aim of national education is directed at Establishing genuine Pancasila people based on the provisions desired by the Preamble and content of the 1945 Constitution. They realized that only with the provision of strong religion, communism would be avoided. Therefore, it is reasonable if the MPRS makes religious education a compulsory subject starting from elementary school to college.

As a result of the implementation of the MPRS provisions, the needs of religious teachers are increasing. In that context, the Ministry of Religion continues to expand the existence of the PGA. However, not all religious teacher needs can be met through religious teacher education institutions in a short time. Therefore, to overcome the shortage of religious teachers and to overcome vulnerability in former PKI base areas, the government approved the

appointment of religious teachers on a large scale, as many as 60,000 teachers, through the Religious Teacher Examination (Ujian Guru Agama/UGA) program. Called UGA because prospective teachers who will be appointed do not have a formal diploma in teacher education.

At the beginning of the New Order, there was also a change of name and learning system in teacher education institutions. In 1972 a Presidential Decree (Keputusan Presiden/Keppres) was issued No. 34 of 1972 and Presidential Instruction (Instruksi Presiden/Inpres) No. 15 of 1974 which regulates madrasa education under the management of the Minister of Education and Culture which was previously managed by the Minister of Religion purely.

This period was called the reorganization and function change period because the Ministry of Religion rearranged the existence of PGAN 6 years, so it became the following structure: class 1, 2, 3 PGA became Madrasah Tsanawiyah (Islamic Junior High School), while classes 4, 5, 6 became PGA. Thus, after the reorganization, PGAN 6 years became PGAN 3 years. This change was based on the Decree of the Minister of Religion Number 19/1978. Several academic considerations underlie PGAN's 6-year change into PGAN 3 years (Shaleh, 2004).

The results of the evaluation of the implementation of 4-year PGA education found several weaknesses to graduate qualifications, namely; first, teacher training material at the 4-year PGA was only two hours of study given in grade 4, namely one-hour Science Education and one-hour Psychology. The teacher material is inadequate for educational institutions which from the beginning were designed to print prospective teachers. Second, in terms of age, 4-year PGA graduates are in the age range of 17-19 years. Psychologically, this age is in puberty which is not yet time to become a teacher who should have emotional maturity and personality. Third, in general, the subject matter given at the 4-year PGA is not much different from the Madrasah Tsanawiyah subject matter, except for the addition of hours and a little additional science of teacher training. With these weaknesses, it is more appropriate for the 4-year PGA to be converted into the Madrasah Tsanawiyah (with a 3-year study period). Whereas the remaining four years in the 4-year PGA need to be combined into the upper PGA (grades 5 and 6), so that the PGA study period becomes three years after MTs. With this composition, the 3-year PGA is considered sufficient to produce.

### 3 METHOD

This paper is based on research results using the library research method. This method relates to activities to collect data, read, record and process selected data.

The author uses content analysis to discuss the text content of the selected data. The type of data chosen is a secondary data source in the form of a book about the implementation of PKB in Finland. In this case, the authors chose six books as the main data sources.

Table 1: Research Data Sources

Author	Title
Paula Paronen & Olga Lappi	Finnish Teachers and Principals in Figures: Survey and Report.
Pasi Sahlber	The Secret to Finland’s Success: Educating Teachers.
Riitta Jyrhämä & Katrina Maaranen	Research-orientation in a teacher’s work
European Commission	Developing coherent and system-wide induction programmes for beginning teachers: a handbook for policymakers.
Hannele Niemi	Teacher professional development in Finland: Towards a more holistic approach. Psychology, Society and Education,
Hannele Niemi & Ritva Jakku-Sihvonen	Research-based teacher education

To analyze these books, the writer takes four stages. The first step is to read the entire book. The second step examines data about CPD in Finland. The third step is to reduce data by linking CPD in Finland with the development of the teaching profession in Indonesia, especially madrasa teachers. The fourth step, writing data in accordance with the formulation of the problem.

### 4 RESULT AND DISCUSSION

In the Indonesian context, the portrait of the teaching profession that is competent with his profession is a necessity. Not only is it related to the blurred portrait of education which is measured through PISA is still

far compared to other countries in ASEAN. The same results can be read from the results of research conducted by Central Connecticut State University (CCTU) in 2016 about the worlds most literate nations or the country’s literacy abilities which placed Indonesia in 60th position out of 61 countries.

The Indonesian government has realized the importance of CPD by issuing the National Education System Law (National Education System Law) No. 20 of 2003. In general, it is explained that there are several types of CPD programs in the form of education and training. The program in question is In-house Training (IHT), internships, school partnerships, distance learning, tiered training, and special training, short courses, internal school coaching, and further education.

Even though they already have related signs, CPD has not yet been fully implemented. Problems that arise are not only from the teachers side or the government readiness to carry out the CPD, but require encouragement or at least a small model or example initiated by outside parties other than the government. In this connection, the participation of tertiary institutions to provide a model for implementing CPD is absolute, especially by the Teacher Education Training. Not only printing teachers through lectures or conducting teacher evaluations through tests, but also participating in the development after the two activities

Academics are encouraged to conduct collaborative research with teachers related to the problems of teacher competence as well as the opportunities and challenges facing the world of education. Not always related to technology development for supporting learning. A simple example that can be done in the making of a moderate Islamic education learning plan related to the widespread understanding of radicalism and the content of the book that contains the teachings. Teachers with lecturers analyze the curriculum of participants in the learning devices which are then applied with monitoring and assistance from lecturers.

In this case, the teacher does not only practice improving but has the opportunity to do research using the concept of action research. Interestingly, they can find out whether a learning concept can be implemented. Furthermore, together with the lecturer, the teacher can push the results of his research into a published article. With this other aspect of sustainable professional development can be carried out

Teacher professional development in Finland is lived for a lifetime, starting from teacher education at the beginning of a career and ending in retirement. In general, the development process is divided into certain stages. The first stage concerns teacher preparation during the initial teacher education, where those who want to become teachers master basic knowledge and skills. The second stage is the induction phase as a teacher, this stage is the first year the teacher builds up as a teacher in the school. The third phase is the phase of ongoing professional development of teachers who have overcome the initial challenges of becoming a teacher (European Commission, 2010). CPD is held in Finland in three different periods. First, when prospective teachers study in college. Secondly, it will be implemented for 3-5 years after the teacher has taught at the school. Third, it is done as long as the teacher is undergoing his profession in school (Niemi, 2015).

The first stage when prospective teachers are in the education phase at the university becomes an important stage. The University provides educational programs in several programs, from basic education (level 1-6), low-grade study teachers (level 7-9), upper class (10-12), inclusion, counseling, and vocational guidance. Students are free to determine the purpose of entering as a teacher because courses are made with an open system with prerequisites they must meet the criteria specified in each desired teacher program. When they want to raise the level of education by increasing the duration of study time in college (Niemi, 2015; Jyrhama and Maarenen, 2012)

Niemi and Jakku-Sihoven (2006) add that education for prospective teachers in Finland encourages prospective teachers to conduct research studies. The results obtained from this activity are not only useful for lectures but also become provisions when they become teachers as learning reference materials (Niemi, 2015). Every student must conduct a seminar or make a project, learn various research methods that can be used to study educational issues. Knowledge of prospective teachers is built based on the research framework. The essence of what you want to build is that students must know the latest developments in the world of education.

The teacher is prepared to be a leader. Lieberman (1992) calls it the term teacher leadership. The concept of teacher leadership is based on professional work that is goal oriented, the vision of school development and high quality of learning, and the ability to work collaboratively with fellow

and external parties to achieve learning goals (Niemi, 2015).

When at the stage of teaching, the teaching profession is a space that allows the subject of education to create and have full autonomy in learning as the key to the success of CPD in Finland. Teachers do not merely become professions that implement technical education set by the government. The national curriculum only guides teachers to ensure that students in the learning process can understand each learning material.

The ability to develop the teacher's professional self then develops into a part of school learning and development. Some things teachers do in Finland. First, the teacher must design learning that is personal by the characteristics and upholds the creativity of students. Students' development and abilities are more valued than statistical learning outcomes. Second, the teacher carries out an inherent assessment in the learning process of students during one school year. Assessment is not designed as a form of testing of students. Third, student success is an internal responsibility, in this case, teachers and schools and not from outside parties. (Sahlberg, 2011). Student learning achievements become diverse. The task of the teacher is to ensure that from the beginning they understand the characteristics and needs of diverse students (Niemi, 2015).

## 5. CONCLUSION

The role of universities and schools in the form of collaboration is the key to the development of madrasah teacher CPD in Indonesia. Higher education, especially those based on Islam, can encourage academic staff (lecturers) to collaborate with schools to assist school teachers. Not within the framework of knowledge transfer, but it is a form of facilitation to improve teacher competence. Schools facilitate the process of teacher professional development by positioning themselves as open and structured institutions that can encourage teachers to share knowledge and cooperate.

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