The Effectiveness of Continuous Professional Development for Teachers to Improve the Quality of Education

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ABSTRACT

The purpose of this study is to find out how (1) the steps of continuous professional development (CPD) of teachers, (2) the methods and techniques of CPD, (3) the models of CPD, (4) the financing of CPD, and (5) the constraints of CPD. The research approach is qualitative while the type is phenomenological. The study was conducted in Demak Regency in 2019. Data collection techniques using questionnaires, interviews, and documentation. The research step uses the Miles and Huberman model. Analysis of data using qualitative research software NVivo 11 Plus. The results showed (1) the implementation of CPD was not effective because there was no needs assessment and no evaluation, (2) the most widely used methods were education and training, lectures, simulations, discussions, and behavior modeling, (3) the most widely used model is the professional learning group in the form of teacher's working group called KKG and MGMP, (4) the biggest source of funding is from personal teachers and local governments, and (5) the main constraints are in terms of time, funding, lack of programming, and lack of assistance. The most widely given material in CPD is scientific papers, classroom action research, the 2013 curriculum implementation, and the preparation of learning tools. In order to improve the quality of education in Demak Regency, it is suggested that several things (1) CPD steps need to be improved starting from the measurement of teacher needs to evaluation, (2) methods and techniques that are still rarely used should be tried to be applied, (3) models that not yet widely used it also needs to be tried for use, (4) it needs to extract funds from the public, and (5) minimize the major obstacles that arise.

Keywords: *effectiveness of CPD, the methods and technique of CPD, the model of CPD, the financing of CPD, teacher working group*

1. INTRODUCTION

The Ministry of Education of the Republic of Indonesia has mapped teacher competencies since 2012. It is known that the national average pedagogical and professional competence of teachers is 43 from a scale of 100 as stated in Attachment to the Republic of Indonesia Presidential Regulation No. 2 of 2015 concerning the 2015-2019 RPJMN, Book II [1].

Meanwhile, the pedagogical and professional competence of teachers in Central Java reached 50.44. Republic of Indonesia's Presidential Regulation No. 2 of 2015 targets teacher competencies continues to increase from year to year. Teacher competency targets in 2018 are 75 and targets in 2019 become 80.

By comparing the real conditions with these targets, the pedagogical and professional competence of teachers is still far different. To improve teacher competency in Indonesia, the direction of policy and development strategies in the education sub-sector is prioritized, one of which is the implementation of CPD for teachers in positions through training. The teacher working group (KKG for primary schools) and Subject Teachers' Working Group (MGMP for secondary schools) meetings will also be strengthened. Also programmed career guidance and professional development of school principals and school supervisors.

With the Presidential Regulation, the Government and Regional Governments should have carried out various CPD efforts so that the teachers would become more professional. However, some parties sanctioned the implementation of the CPD given the very limited Government and Regional Government budgets.

According to Damin, in Indonesia, only a small portion (5%) of teachers has the opportunity to develop their professionalism in the initiative of the Government and Regional Governments. If the training is evenly distributed, every teacher in Indonesia only has the opportunity to participate in professional development one time in a period

of 20 years. So Danim suggested that teachers carry out professional development independently [2].

Some of the results of research on the effectiveness of CPD implementation are inconsistent. Al Rasyid's (2015) research results show that teacher working groups are effective as CPD [3]. The results of Murni and Sumardjoko's research (2015) showed that the implementation of CPD had not run optimally [4]. A similar study was produced by Sujianto, Mukhadis, and Isnandar (2012) that CPD had not been effective, as evidenced by the fact that most teachers only occasionally did CPD [5]. Constraints on the implementation of CPD were shown by Wiranti (2015) that some came from teachers such as lack of time and ability, and obstacles from institutions such as lack of supporting facilities and infrastructure [6].

The case study conducted by Sianturi (2013) found the need for teacher professional development based on their characteristics [7]. Wuryandini's research (2014) states that only a few teachers undertake comprehensive professional development [8]. The case study conducted by Maksum (2015) found that CPD had not been done thoroughly and there was a lack of internal motivation from the teacher himself [9].

Whereas in developed countries, CPD is a necessity. According to Henderson (2007), the community has played an active role in CPD as in Australia [10]. In Hong Kong, as reported by Chow (2013) the development of professionalism in subject teachers has been rife in schools and principals have an important role in CPD [11]. In the United States (Gallo-Fox and Scantlebury, 2016) one of the CPD is done through collaboration between teachers by becoming a co-teacher for other teachers [12].

By using the management function approach, human resource management includes the planning, organizing, directing, and controlling processes as stated by Gaol [13]. Everard, Morris, and Wilson (2004: 74-98) write that human resource management includes recruitment, employment, appraisal, development, and dismissing staff. Staff development begins with staff induction and continues with various methods and techniques for staff development [14]. The steps to develop human resources according to Werther and Davis in Gaol (2014: 216) are assessing needs (need assessment), setting goals, determining program content, implementing programs, measuring knowledge and skills, and evaluating needs. The process of human resource management according to Lunenberg and Ornstein (2012: 448) consists of human resource planning, recruitment, selection, professional development, performance appraisal, and compensation [15].

According to Diaz-Maggioli (2004: 6) professional development is currently still carried out traditionally with the following characteristics: it was decided from above, the approach used was "a fix-it", lack of ownership of the program from the teachers, prescriptive ideas (prescribe), using the "one-size-fits-all" technique, fixed and uncertain delivery methods, little or no follow-up, no contextual programs, lack of proper evaluation, and teaching with a pedagogical approach [16].

Related to the above conditions, this study aims to find out: (a) how the steps of teacher CPD are, (b) how the approaches

and methods of teacher CPD, (c) how are the models of teacher CPD, (d) how to finance teacher CPD, and (e) what are the obstacles to implementing CPD.

2. METHOD

The research approach used is qualitative, while the type is phenomenological research. The study was conducted in Demak Regency in 2019. The sub-focus or research problems were: (a) how are the steps for teacher professional development, (b) how are the approaches and methods for developing teacher professionalism, (c) how are the models for teacher professional development, (d)) how is the funding for teacher professional development, and (e) what are the constraints in implementing CPD.

Data collection techniques using questionnaires, interviews, and documentation. Questionnaires were given to teachers, school principals, school supervisors and administrators of KKG and MGMP whose respondents were chosen at random. Interviews were conducted with KKG and MGMP administrators and teachers. The document used was Demak Regent Regulation No. 53 of 2015 concerning Guidance and Continuing Professional Development for Teachers in the Demak Regency, Strategic Planning and Annual Planning of District Government's Office of Education and Culture of Demak Regency and minutes of KKG and MGMP meetings. Data analysis techniques using the Miles and Huberman models with the following detailed steps: a) collecting data through questionnaires, interviews, and documentation; b) the data findings are written into a memo so that the researcher can write new ideas and new perspectives; c) the findings set forth in the memo are categorized so that a relationship is found between the problems, and d) draw conclusions from research findings.

3. RESULTS AND DISCUSSION

Based on the results of the questionnaire, interviews with the informants, and the decision of sources through the documents of the implementation of continuous professional development, the results of the pelleting are as follows.

3.1 Steps of CPD

Based on data sources from the questionnaire, interview information, and documentation of the steps to developing sustainable professionalism that has followed a theory that has developed a lot that is beginning with the measurement of teacher needs that need to be developed, then the implementation of teacher professional development, and evaluation. If illustrated, it can be seen in Figure 1 below.
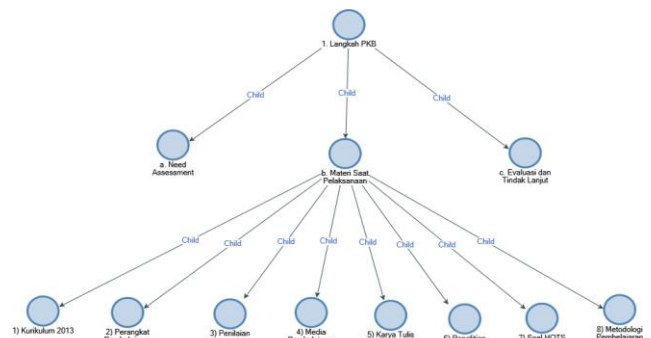

Figure 1 Steps of CPD

After a more in-depth search of the steps to implement the CPD, the results turned out to be unequal between those who responded and the data source stating there was a need for measurement, implementation, and evaluation of the implementation of the CPD.

From those who stated that there were measurements and evaluations, it turns out that based on the available documents it did not indicate that there were a need assessment and evaluation activity. If various sources state that there is an area at each stage of measuring needs, implementation, and evaluation, the data will show a balance between the three steps.

However, based on the data found the greatest is that states the implementation steps. This can be interpreted that the actual implementation of the CPD has not been carried out effectively following the steps put forward by the experts. There is an implementation, but not starting from measuring the needs of teachers. Worse yet, there was no evaluation after implementation as a tool to find out whether the implementation had been successful or not. Evidence of the lack of measurement of training needs required by teachers can be seen from the document search which results show that there is no need assessment step.

> ".... no self-evaluation forms have been found that have been filled out by teachers, there is no need for assessments of teachers who will take CPD". Other evidence also shows "... ... there are no school-level CPD planning form documents that have been filled out by teachers ...". In the next level also "... ... no cluster level forms have been filled out ..." (D-3).

Based on Figure 2 it can also be seen that there are eight materials discussed in the development of teacher professionalism, namely the implementation of the 2013 curriculum; preparation of learning tools such as syllabus and lesson plans; assessment; innovative learning media, scientific papers both writing in mass media, journals and books; classroom action research, preparation of high order questions thinking skills-HOTS, and learning methodology. The material that is widely discussed in CPD in Demak Regency is scientific writing, class action research, and the 2013 curriculum, and the preparation of learning tools. Meanwhile, the material that was less discussed in CPD was assessment, HOTS question compilation, making innovative learning media, and learning methodology. It was also revealed in the interview that most of the training provided was following the needs of teachers, whereas from the beginning there was no activity in measuring the training needs for teachers. This can be seen in Figure 2 below.
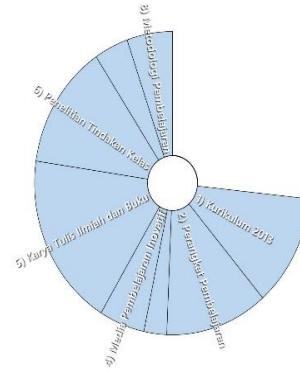

Figure 2 Issues Discussed in CPD

Most of the informants from the interviews stated that an evaluation of the implementation of the Collective Labor Agreement had been carried out. The answer is normative, which is related to the importance of evaluating CPD. There is one source document that states that implementation has been carried out (D-1). Although the conclusion is still negative here.

> "……not all teachers in the Kumbokarno group have followed up on the CPD activities. This means that this cluster has carried out one of the stages in the CPD cycle, which is to evaluate following the appropriate stage".

3.2 Methods and Techniques for CPD

Many of the methods and techniques applied in CPD in Demak Regency use suggestions from experts in HR management in the field of education. Among them are assignments such as lectures, imitating roles according to certain characters, modeling behavior using video, discussions to solve certain cases, simulations, on the job learning or the job training, and attending education and training. Of the various methods, the most widely used are education and training, lectures, simulations, discussions, and behavior modeling. Meanwhile, the least used are role-playing and on the job learning or job training by apprenticeship in another class or another school. More can be seen in Figure 3 below.
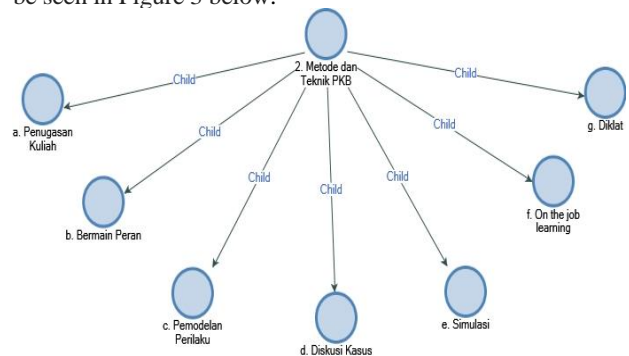

Figure 3 Methods and Techniques for CPD

3.3 Models for CPD

Models of ongoing professional development that have been applied have also referred to theories that have been put forward by many experts. What was revealed in this study was that teachers participated in professional learning groups namely the KKG and MGMP, the teachers had also received assistance from senior teachers, the teachers had also conducted collaborative research with senior teachers or with the principal, and the teachers had participated in the activities. seminars or workshops, as well as peer coaching. This is seen in Figure 4.
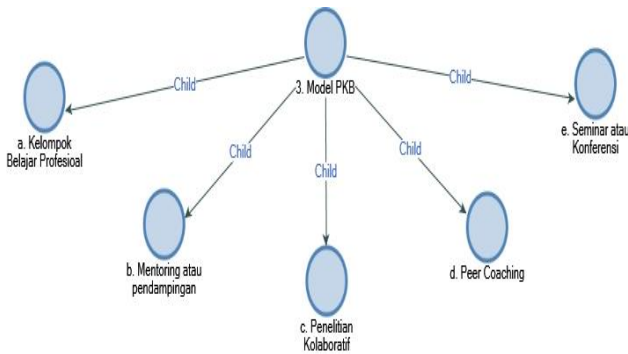

Figure 4: Models of CPD

The CPD model in the form of peer coaching is the least used. The most widely used are professional learning groups in the form of KKG and MGMP. But unfortunately, most of the teachers who became research respondents said that the KKG or MGMP activities were not carried out routinely because they were only carried out if there were urgent needs. Like the statement below.

> ".......he teacher participates in a professional learning group, called KKG Rebon, which is a KKG held on Wednesday called Rebon, but is not routinely implemented "(W.GSD.1).

There is also a claim that the KKG activities are carried out every Saturday so they are called Septon. The implementation was admittedly not routine because it was only done when there was an urgent need. A similar statement was given by W.GSMP.1:

> ".....I joined a professional learning group called MGMP, the activity was to make a UAS (End of School Examination) question and to deepen the 2013 curriculum material. If it was approaching UAS (not routine). Usually 6 months 1 time".

Likewise the statement of W.GSMP-2:

> "…I joined a professional study group at MGMP. The activity is compiling the questions of Final Semester Assessment (PAS) or End of Year Assessment (PAT) and the National Standard School Examination (USBN). The frequency of meetings in

the MGMP has not been intense, because it is only done if there are PAS / PAT and USBN questions".

3.4 The Financing of CPD

Under the National Education System Law, education funding can be sourced from the Government, Regional Governments, and the community. However, based on responses from interview responses, most of the resources come from the individual teacher. Therefore the researcher detailed the source of the CPD funding from the teacher, the school tuition sourced from the School Operational Assistance (called BOS) and other sources received by the school, the Government and the Regional Government and the community.

According to respondents, the most widely recognized source of funding is sourced from the teacher personally. Meanwhile, sources from the Government or Local Government and school fees are still small. The amount of CPD funding for teachers varies between IDR 150,000 to IDR 2 million per year. CPD funding sources from private teachers, IDR 150,000-300,000 per year (W.GSMP-1).

Meanwhile, information from other sources states that the source of CPD funds from teachers is IDR 2 million in one year (W.GSMP-6). However, most stated that the source of funds from the private teacher was in the target of IDR 300,000. No source of interviews, information, and documents found indicate the professional development of teachers who come from the community. This is an interesting finding to be discussed further because the law already guarantees community participation in education funding.

Meanwhile, official D-2 and D-3 sources indicate that the Demak Regency Government has provided master education assistance for Civil Servants who will develop themselves. The document states that:

> ".....The purpose of the help of education costs is to help ease the burden of civil servants who will continue formal education to the level of Strata-2 (master) and encourage efforts to improve the competence of civil servants through formal education at the level of Strata-2, master (D-2)".

In its implementation, civil servants who get the opportunity to continue their education at the master's program receive IDR 15 million for four (4) semesters. During the five years of the Regent's leadership, M. Nasir has programmed 500 civil servants to get master education assistance.

3.5 The Constrains of CPD

During the implementation of the Collective Labor Agreement, there were several obstacles in terms of teachers, administrators, schools, regional governments, and funding constraints. From all of these obstacles then abstracted what became the main obstacle. The most obstacle is from the teacher himself or internal constraints and obstacles from the Regional Government side.

The main constraints to implementing CPD are the lack of resource persons and the tightness of teacher activities in

schools (W.GSD-1, W.GSD-3, W.GSMP-3, W.GSMP-6, W.GSMP-8, W.GSMP-9). Another major obstacle is the absence of government programs (W.GSD-2, W.GSMP-1). Lack of funds is also a major obstacle (W.GSD-3). After attending the training, there was no support from peers to implement (W.GSMP-5).

There is one interesting thing stated by the teacher that what is the main obstacle of CPD is the absence of demands to change after the completion of training (W.GSMP-8).

There is another obstacle from the opinion of the KKG management, namely the absence of mentoring or mentoring from supervisors to schools (W.KKG-1). The obstacle from the teacher's side is the low ability of information technology in teachers especially those who are senior (W.GSD-1).

Another obstacle of the teacher is that after training the teacher is not willing to pass on to other teachers (W.GSMP-10). The lack of interest or motivation of teachers to develop themselves is another obstacle on the part of teachers, especially teachers who are old (W.GSMP-2 and W.GSM-5), in other words, teachers do not want to change from the comfort zone (W.GSMP- 2). The limitations of school facilities are another obstacle for teachers to develop themselves (W.GSMP-3).

There are even teachers who take part in seminars or training courses just to pursue the certificate (W.GSMP-8). The constraint from the side of the Regional Government is the lack of allocation of funds (W.GSD-2, W.GSMP-1, W.GSMP-2, W.GSMP-9). It turns out there is a claim that if there is training provided by the Regional Government, the training provided is not evenly distributed to other teachers (W.GSMP-5).

Besides, local governments rarely program training for teachers (W.GSMP-8). Training provided by local governments is usually too short so that it is not optimal (W.GSMP-6). The lack of assignment from the Education Office to the Superintendent to accompany teachers in schools is seen as an obstacle in terms of the Regional Government (W.KKG-1 and W.KKG-2).

4 CONCLUSIONS

The measurement of CPD needs has not been done, while the evaluation of implementing CPD is mostly not done and only a few do evaluations. CPD has been implemented even though there is no good planning in the form of need assessment and evaluation of activities. From this CPD step, it can be concluded that the implementation of the CPD has not run effectively.

The most widely given material in CPD is scientific writing, classroom action research, 2013 curriculum implementation, and the preparation of learning tools. Less material discussed in the CPD is assessment, high-level questioning, making innovative learning media, and learning methodologies. The most widely used CPD methods and techniques are education and training, lectures, simulations, discussions, and behavior modeling. Meanwhile, the most rarely used is role-playing and on the job learning or job training by apprenticeship in another class or another school.

The most widely used CPD model is professional learning groups in the form of KKG and MGMP. Meanwhile, the peer

coaching model is the least used. This is because the time required is longer and uses more resources. The biggest funding in the CPD is from the private teacher who on average sets aside IDR 300 thousand, this follows the recommendation of the Regent's Regulation that every teacher who has certified allocates 4% of his professional allowance to develop his professionalism. The Regional Government of Demak Regency has allocated educational assistance to civil servants who will continue their master education for IDR 15 million for 4 semesters.

The main obstacles to implementing CPD are the lack of resource persons, the dense teacher activities in schools, the absence of programs from the local government, the lack of funds, the lack of support from peers, the absence of demands to change after training, and the absence of mentoring or mentoring from supervisors to schools . Constraints from the teacher's side are the low ability of information technology to teachers after training teachers are not willing to transmit to other teachers, the lack of interest or motivation of teachers to develop themselves, and the limitations of school facilities, and teachers only pursue certificates.

Constraints from the local government side are the lack of allocation of funds, the training provided is uneven, rarely program training, the training time is too short, there is no assignment to school supervisors to assist teachers. Based on the conclusions above, so that CPD can improve the quality of education in Demak Regency, it is suggested that the following are: (1) CPD steps need to be improved from measuring teacher needs to evaluation after implementation, (2) methods and techniques that are still rarely used should be tried to be applied, (3) models that have not been widely used also need to be tried to be used, (4) need to extract funds from the public, and (5) minimize the main obstacles that arise.

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