Improving Teacher Performance Through Professional Development in the New Normal Era

Siti Nur Khomariyah, Ali Imron, Raden Bambang Sumarsono[(✉)], and Sunarni

Universitas Negeri Malang, Malang 65145, East Java, Indonesia
raden.bambang.fip@um.ac.id

Abstract. This study aims to describe: (1) a description of the performance of post-professional teacher development; (2) inhibiting factors for professional development to improve teacher performance and efforts to overcome them; and (3) the driving factors for professional development to improve teacher performance. The research method used is qualitative with a case study design. The research location is in a private elementary school in Malang. The data collected using observation, interview, and documentation techniques. The results of this study include: (1) the description of the performance of post-professional teacher coaching, there are differences in terms of completeness of lesson plans, teacher confidence, willingness to learn from teachers, increased interaction with students, and application of student character habituation; (2) inhibiting factors for the implementation of professional development are caused by the activities of the principal, teacher health factors, and delays due to the Basic Competency Test (BCT). Efforts were made to overcome obstacles, namely rescheduling activities and changing days for teachers who were unable to attend; and (3) the driving factors for the implementation of teacher professional development, namely the readiness of teachers to be fostered and good cooperation between teachers and principals.

Keywords: Teacher Professional Development · Teacher Performance · New Normal Era

1   Introduction

Teacher performance is very important in determining the quality of learning. The teacher's performance can be viewed from the teacher's implementation of the duties or obligations when teaching in school [1]. Teacher performance is seen in the quality of teachers in carrying out their main tasks, namely in providing education and learning [2]. There are five aspects of teacher competence that can be improved, namely: (a) technology awareness; (b) independent study; (c) knowledge and skills; (d) motivation; and (e) competence in interacting [3]. Every teacher is required to improve their abilities in learning process, starting from planning learning programs, implementing the learning process, assessing learning processes and outcomes, to evaluating learning

[4]. The better the teacher's performance, of course the teacher is more enthusiastic and serious in teaching, so that the material given to students is presented in an innovative and interesting way [5].

Teacher performance needs to be identified, facilitated, and developed and maintained to achieve school goals. Teachers who have good performance or professional abilities are expected to give good results to learning activities and have a positive effect on student achievement [6]. Therefore, principals need to know the determinants of teacher performance in order to be able to encourage and even boost their performance to the fullest [7]. Low teacher performance can be caused by high rates of absenteeism, tardiness, and attending lessons when tired or unprepared teachers [8]. In the new normal, ideal learning becomes a challenge for principals, teachers, and students. The low professionalism of teachers can be caused by several factors, such as: (a) not fully pursuing their profession; (b) low teacher compliance with the norms and ethics of the teaching profession; (c) salary earned; (d) teacher needs; (e) teacher qualifications; (f) time at work; and (g) principal's policy [9]. Therefore, improvements are needed in the learning process, therefore strong and professional teachers are needed in the current new normal era. Teacher professional development activities are carried out to improve the ability of teachers when teaching so that it has an impact on increasing teacher growth and performance that leads to the success of students [10].

Based on the results of the study of previous research as described above, there are similarities with this research, which are related to the professional development of teachers. However, if examined further, there are things that distinguish them. This study focuses more on improving teacher performance which can be realized through professional development activities. The implementation of professional development in this study is different from usual, because it is packaged in a competition learning video. Researchers are interested in conducting further studies on improving teacher performance through professional development during the new normal. The purpose of this study seeks to reveal about: (a) overview of the performance of post-professional teacher development in the new normal era; (b) inhibiting factors for the implementation of professional development to improve teacher performance and how to overcome them; and (c) the driving factors for the implementation of professional development to improve teacher performance.

2 Methods

This research use a qualitative approach with a descriptive research design. The type of research used is a case study. The case to be studied is about improving teacher performance through professional development in the new normal era. This research was conducted in a private elementary school in the city of Malang. Primary data were obtained from observation and interview with the informants. Informants in this study were principal and teachers. Data collection techniques used by researcher, namely in-depth interview, observation, and documentation.

Data analysis uses Miles, Huberman, and Saldana's model, starting from data collection, data condensation, then data presentation, to drawing conclusions. Checking the validity of research data, includes triangulation, member check, extension of observation, increased persistence in research, and the adequacy of references.

3   Result and Discussion

The implementation of teacher professional development activities is packaged into a learning video competition to improve teacher skills in learning in the new normal era. The use of media during classroom learning is very useful for interaction between teachers and students [11]. The differences in teacher performance can be seen from several aspects, namely: (a) in terms of the completeness of the lesson plan; (b) teachers' self-confidence when teaching; (c) willingness to learn new knowledge that supports learning. Teachers gain knowledge about learning design and develop teaching materials when making learning videos [4]; (d) teacher interaction with students. Teachers encourage students to think, participate, and be actively involved during learning [12]. Active learning, teachers have the opportunity to observe, analyze, and provide feedback to students [13]; and (e) appsslication of students character habits.

There are indicators of the success of teacher performance after the implementation of teacher professional development. The indicators for the success of teacher performance include the suitability of teacher performance based on teacher performance assessment instruments such as the completeness of the lesson plans that are in accordance with conveyed to students, delivery of material in accordance with learning steps, student activity, ability to manage classes, and students achievement results who achieved minimum criteria of mastering learning. The ability of teachers to manage learning in the classroom must be maximized so that student learning outcomes also increase [14, 15]. Teacher professional development can provide additional insight so that it has an impact on student learning achievement [16]. Teachers are required to improve their abilities in the learning process [4]. The principal and the teachers strive

Table 1. Overview of the Performance of Post-Professional Teacher Development in the New Normal Era

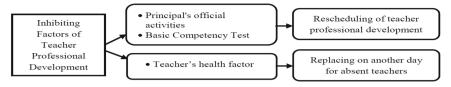| No	Performance Condition Before Teacher's Professional Development	Performance Condition After Teacher's Professional Development
1	The lesson plan is not yet complete	Lesson plan is equipped with an attachment to the summary of lesson material, assessment sheets, evaluations, and answer keys
2	Teachers who are still nervous when explaining in front of the class	Teacher confidence increase
3	Teachers have not maximized the use of learning media	Teachers learn new knowledge that supports learning through the use of YouTube by making learning videos
4	Teachers interact more often with students sitting in the front row	Increased interaction between teachers and students by going around each student bench and interspersing learning with game
5	The opening of the learning is done by praying together and attending	The opening of learning is done by adding the application of habituation to the character of students

Fig. 1. Inhibiting Factors of Teacher Professional Development and Efforts to Overcome

for better future learning, namely evaluation and improvement of learning to improve their performance [17], utilize YouTube and the internet to increase teacher insight, provoke students with questions, and actively participate in regular meetings once a week. The collective participation of teachers in constructing learning activities aims to build a learning community so that it has an impact on their professional performance [13]. The results of the overview teacher performance of post-professional development can be presented as in Table 1.

Teacher professional development activities are carried out according to a previously agreed plan. However, in its implementation there are various obstacles. This is a factor inhibiting teacher professional development activities. The inhibiting factor is the activities of the principal outside. The activities can be in the form of official meetings outside, certain events that require the principal to leave, and meetings held by the foundation. The activities of the principal's official resulted in the implementation of teacher professional development being slightly disrupted [18]. In addition to the obstacles caused by the principal's schedule, there are other inhibiting factors, namely health factors. The health factor in question is the teacher who is unable to attend because of illness. The teacher's health factor cannot be predicted by teachers and school principal. Teacher professional development activities were also delayed due to the Basic Competency Test for grade 6.

Factors that hinder teachers' professional development activities, efforts are made to overcome them. Efforts were made to overcome obstacles due to the principal's schedule and basic competency test activities, the solution was to hold a meeting to discuss the rescheduling of the teacher's professional development which had been delayed. The principal and the teachers make an agreement again regarding the timing of the implementation of professional development [19]. The inhibiting factor caused by the teacher being sick, the effort to overcome it was carried out by replacing the professional development schedule on another day. Meanwhile, other teachers are still being trained according to the schedule. The results of the inhibiting factors for teacher professional development are presented in Fig. 1.

Factors that encourage the success of teacher professional development in order to improve teacher performance in the new normal era include the readiness of teachers to be fostered by principal and good cooperation between teachers and principal. Good cooperation between teachers and teachers and school principal is one of the factors that can affect the implementation of professional development [20]. Support from fellow teachers is very important and contributes positively to strengthening good relations at school [21]. Teachers are given time to prepare administrative completeness and readiness during learning activities. The teacher's commitment to prepare all administrations
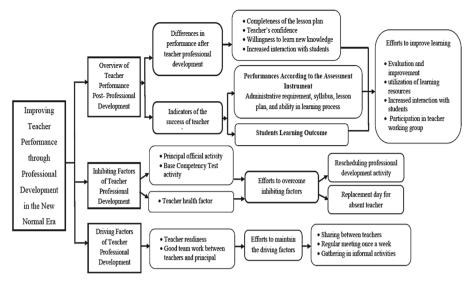
Fig. 2. Overall Research Results about Improving Teacher Performance through Professional Development in the New Normal Era

and self-readiness can be a driving factor to provide opportunities to improve their professionalism [22]. Therefore, teachers are better prepared for professional development. Good coordination between principal and teachers helps facilitate teacher professional development activities.

The factors driving the professional development of teachers certainly need an effort to maintain them. The way that can be done is to keep sharing knowledge between teachers. By sharing with each other, if there are small problems, they can be resolved immediately [23]. Another effort is regular meetings held at schools once a week. There are regular meeting activities that are often held by schools, both teacher professional development activities and other school agendas, teachers and school principals are used to each other to solve problems together and senior teachers can share their knowledge with junior teachers [24]. Discussions conducted between teachers and teachers as well as with the principal can improve harmonious relationship, beside that, it can also foster critical thinking and innovative ideas [25]. In addition, sometimes other activities are held, namely gathering together in informal activities such as associations with foundation members. With these activities, the communication that exists between teachers and teachers with the principal is getting closer, so that any activities held in schools, including teacher professional development, will be successful. The overall results of this research about improving teacher performance through professional development in the new normal era in Fig. 2.

4 Conclusion

Based on the overall findings, it can be concluded that the implementation of academic supervision to improve teacher performance is as follows: (a) there are differences in

the description of the performance of teachers after professional coaching in terms of completeness of lesson plans, self-confidence, willingness to learn, increased interaction with students, and application of student character habituation; (b) inhibiting factors for the implementation of professional development are caused by the activities of the principal, teacher health factors, and delays due to the Basic Competency Test. Efforts were made to overcome the obstacles, namely rescheduling of professional development activities and changing days for teachers who were unable to attend; and (c) the driving factors for the implementation of professional development, namely the readiness of teachers to be fostered by the principal and good cooperation between teachers and principal.

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