

Continuing Professional Development through Improving Teacher's Competency

Hartati¹, Muhammad Kristiawan², Destiniar³

¹SD Negeri 1 Gardu Harapan,

²Universitas Bengkulu,

³Universitas PGRI Palembang



Abstract – This qualitative paper aimed at understanding the continuing professional development through improving teacher's competency and the obstacles faced in the activities. The data were collected using interviews, documentation, and observation. The results showed that the program has been implemented well in SD Negeri 2 Mangsang through training curriculum 2013 and innovative work. The competence of teachers is good enough. The principals need to improve teacher's competency through continuing professional development such as involving teachers in trainings, scientific publications, innovative works, training and seminars.

Keywords – Continuing Professional Development, Teacher's Competency, Training, Innovative Works.

I. INTRODUCTION

Continuing professional development is the development of competencies carried out by teachers as needed, gradually and continuously so that they can increase their professionalism. In accordance with the regulation of the Minister of State for Administrative Reform and Bureaucratic Reform Number 16 of 2009 regarding teacher positions and credit scores, which states that Continuing Professional Development has both general and specific goals. The aim of teacher professional development in general is to be able to carry out duties and simultaneously develop professional work. Specifically, the aim is for teachers to be able to understand and develop 1) the principles of continuing professional development for teachers, 2) the kinds of teacher professional work, 3) the principles of self-development reporting, 4) the principles of developing scientific papers for

teacher positions, and 5) the principles of work development innovative teacher.

Teachers are professional teaching staff who have a major role in efforts to improve the quality of education and educational objectives as described in law number 14 of 2005 concerning teachers and lecturers. "Professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, formal education, primary and secondary education". Being professional means being an expert in their field. An expert, of course, is qualified in carrying out his job, but not all experts can become qualified. Being qualified is not only a matter of expertise, but also matters of integrity and personality. Human resources development should be able to become a unity between the concept of personality and integrity combined with skills or expertise. It is hoped that this combination will produce a change in teacher behavior

which has an impact on improving teacher performance in the teaching and learning process in the classroom. This is important to do because improving teacher competence is an important part that must be done continuously to become professional. Teachers are required to always adapt to new changes such as the development of science and technology. Applying learning methods that are in accordance with the current conditions of students. In addition to implementing learning, teachers must be creative and innovative so that they can inspire students to become independent and responsible students.

Zainal (2010) argues that professionalism is a job or activity that is carried out by a person and becomes a source of living income that requires expertise, proficiency or skills to meet certain quality standards or norms and requires professional education. For a teacher, knowledge of the teaching profession must be possessed in order to increase professionalism in carrying out tasks. Saud (2017) argues that profession is a certain job that requires special and special requirements so as to convince and gain the trust of those who need it. According to Saud's opinion, profession means that it cannot be done by just anyone who is not trained and specially prepared to do the job. Based on the two definitions above, profession is a position or job that requires expertise to be able to increase professionalism in carrying out its duties.

According to the 1945 Constitution and Law No. 23 of 2005 concerning the national education system, there are 7 indicators that must be possessed by a teacher so that they can be said to be professional, namely having good teaching skills, having broad insight, mastering the curriculum, mastering learning media, mastering technology, being a good role model, and have a good personality (Fitria et al, 2019). Increasing teacher competence can be done through teacher competency testing. Teachers who have passed the competency test should be able to improve their professional competence, on the psychological, social and personality levels. Teachers who master these three competencies are expected to be able to improve more advanced learning and improve students' abilities equal to other countries. Sutikno (2018) argues that the results of his research show that increasing teacher competence can be realized if schools as educational organizations can carry out self-development with correct procedures, namely (1) analyzing training and development needs, (2) determining training and development objectives, (3) carry out training and development programs, and (4) evaluate and modify training and development. In addition to teacher motivation to progress, it is also the key to the success of increasing teacher

competence which includes competences on the logic, professional, personality, and social.

According to Supriano (2019) to improve efficiency, effectiveness, and equal distribution of education quality, the implementation of the PKP Program considers an authoritarian approach, otherwise known as zoning. Through this step, the management of Kindergarten Teacher Activity Centers, Elementary School Teacher Working Groups, or Junior High School/Senior High School/Vocational School Teacher Guidance and Counseling Deliberations, which have been carried out through clusters or sub-districts, can be integrated through zoning for teacher development and empowerment. Zoning takes into account the balance and diversity of the quality of education in the immediate environment, such as school accreditation status, teacher competency scores, national examination average scores, or other quality considerations. The community of teachers and education personnel plays an important role in the success of this program. Among these roles is to collect data on members of the community. This data collection is important because the community also plays a role in coordinating and implementing the zoning-based program in their respective working groups. Of course this will increase quality human resources.

As stated by the Regent of Musi Banyuasin, Alexnurdin (2019) I believe one of what we need to improve the quality of education is the capacity of human resources for teachers and of course in line with the welfare of the education staff. Although there are several factors that we must fix immediately, such as strengthening the human resources of our education personnel, qualifications and competence of teachers and school infrastructure, of course we must synergize with the Central Government program which has submitted the 2019 human resource development plan which focuses on improving the quality of human resources to increase Indonesia's competitiveness globally. According to Santoso (2014) teachers have started to plan for self-development; and the way that teachers can achieve competence is by following training, learning via the internet, collaborating with relevant universities, and developing self-related professional competence (Kristiawan and Muhaimin, 2019).

There are a lot of problems faced by the teacher, rationally the mastery of subject matter that the teacher turns out to be does not reach 50% of all scientific material that must be the competence of the teacher. The raw scores obtained by teachers for all subjects are also concerning (Taniredja, 2016). Huda (2019) also expressed low teacher competence

which stated that until 72 years of Indonesian independence, there were still many teacher problems that needed the government's seriousness in fixing them, the lack of teacher competency results, in the sense that teacher competence was still low. Based on the opinion expressed by Taniredja et al and Huda, it turns out that teacher competence is very minimal in science material. Teachers must improve their competence again by adding to the provision of education and training, seminars and adding broader insights in the field of science (Primasari et al, 2020).

Another problem that must be solved by the teacher in the classroom, when providing lessons with students. Many teachers still teach with a lecture model, taking notes until they run out. It is rarely seen that teachers have variations in learning models, proper teaching techniques in the classroom, even though students are the next generation of intelligent people in the future. This problem is what makes the writer to do research.

This research was conducted at SD Negeri 2 Gardu Harapan, Lais District, Musi Banyuasin Regency, South Sumatra, which is located at Jl. Pertamina Dusun 5 Tanjung Agung Barat, Lais District, Musi Banyuasin Regency, South Sumatra. Based on the expression put forward by the principal of SD Negeri 2 Gardu Harapan, that the problems in SD Negeri 2 Gardu Harapan are almost the same, as stated by the principal, namely (1) teachers who are professional in 2019 at SD Negeri 2 Gardu Harapan are 4 people or 0.48%, while 8 people or 0.96% were not professionals; (2) continuing professional development that is valid, practical and can improve teacher competence. There are still many teachers who have not carried out their professional competency development. There are still many teachers who have not mastered pedagogic, personal, social, and professional competences. Competence and professionalism are still below standard.

Based on the above phenomena, there are many jobs that must be fulfilled by teachers, requiring teachers to develop their abilities so that they can become professional teachers in their respective fields. All of this is done in order to be able to face the big challenges faced by all elements of education, especially to produce the next generation that is dignified, has integrity, has broad insight and has science and technology and belief in God.

II. METHODS

Sudjana (2010) states that a case study is a detailed examination of one background or one subject or one document storage or a particular event. Case studies as an approach by focusing on a case intensively and in detail, in

case studies researchers should try to test units or individuals in depth. The research method is a scientific way to get data with specific purposes and uses (Sugiyono, 2009). Research methods can be divided into two, namely quantitative methods and qualitative methods. Moleong (2012) suggests that the form of qualitative research is a naturalistic research method where research is carried out in natural and real conditions. Initially this method was mostly used for cultural anthropology research; can also be called a qualitative method because the data collected and analysis is more qualitative in nature.

Based on the above understanding, it can be concluded that the research method is the method chosen to carry out research. The method used in this research is qualitative descriptive method, meaning that in conducting this research the researcher examines the problem according to the real object in the field. Qualitative research establishes the focus of research. Sugiyono (2013) states that focus is a single domain or several related domains of social situations. In qualitative research, the determinant of focus in the proposal is more based on the level of recency of the information to be obtained from social or field situations. To make it easier for the author to analyze the research, this research is focused on continuing professional development towards becoming professional and the obstacles faced in these activities at SD Negeri 2 Gardu Harapan, Lais District, Musi Banyuasin Regency, South Sumatra. Arikunto (2014) states that research instruments are means that can be realized in objects such as questionnaires, checklists, interview guides, and observation sheets. Meanwhile, according to Sugiyono (2017) in qualitative research the main instrument is the researcher himself. However, if the focus of the research becomes clear, it is likely that a simple assessment instrument will be developed, which is expected to complement the data and compare it with data that has been found through observation and interviews.

Data collection techniques in the study consisted of interviews, observation and documentation. This study uses interviews, observation, and documentation. Arifin (2012) states that interviewing is a technique of collecting data by researchers through conversation and question and answer, both directly and indirectly. Meanwhile, according to Maleong (2013) an interview is a conversation with a specific purpose. So that the interview is a conversation between the questioner and the resource person with questions and answers, either directly or indirectly with a specific purpose. Then Sarwono (2006) suggests that documentation is a means of assisting researchers in collecting data or information by reading letters, announcements, summary meetings, literature

papers, and photo documents related to research problems. To obtain the required data in a conventional analysis. In this study, the observations made by researchers were focused, structured and systematic observation. The researcher made direct observations on the spaciousness of the teachers and principals at the time of the research.

Data analysis is an effort made by analyzing or examining data, selecting and sorting it into something that can be processed, looking for and finding patterns, finding what is important based on the needs in research and deciding what can be presented. The data analysis method used in this research is descriptive analysis method, which is a model that examines the status of human groups, an object, a set of conditions, a system of thought or a class of events in the present. The purpose of descriptive research is to make a systematic, factual, and accurate description or picture or painting regarding the facts, characteristics and relationships between the phenomena being investigated.

III. RESULTS AND DISCUSSION

Continuing professional development is indispensable for teachers to improve teacher's competence. Continuing professional development can be done by holding trainings for teachers, conducting scientific activities, self-innovation, creativity, and attending seminars. Teacher professional development can also be done by taking part in teacher professional education courses for teacher certification, following Mater Degree courses.

With the professional development of teachers, it will add to the provision of knowledge, or insight for teachers to teach to students. It is hoped that the competence of teachers will also improve the quality of school education, and student learning outcomes will increase (Turmini et al, 2020; Sarbini et al, 2020; Apriana et al, 2019; Septiani et al, 2020). For this reason, the researcher interviewed the principal and teachers of SD Negeri 2 Gardu Harapan to find out about the continuing professional development that has been carried out at SD Negeri 2 Gardu Harapan. And to find out the competence of teachers at SD Negeri 2 Gardu Harapan.

For SD Negeri 2 Gardu Harapan, continuing professional development is very important to do in schools, because it has the aim of achieving competency standards and to improve the quality of education. SD Negeri 2 Gardu Harapan in improving teacher competence sometimes has various obstacles, one of which is that the UKG scores of teachers are still below standard, lack of professional training, there are still many teachers who have not used computer or internet technology as a source of information (Kristiawan and Muhaimin, 2019; Jaelani et al, 2020; Aswari et al, 2020).

Teacher competency improvement by the principal continues. This is evidenced by the existence of self-evaluation at the end of each year, both regarding discipline, teaching methods, infrastructure, learning media, and discussions on how to solve it, including formative work assessments. SD Negeri 2 Gardu Harapan often conducts formative performance assessments, because this is very much needed to monitor learning progress, learning outcomes and detect student remedial needs.

The principal of SD Negeri 2 Gardu Harapan strongly agrees if a continuing professional development plan is carried out. The reason is that the assessment of continuing professional development is very useful for increasing teacher knowledge and insight, improving the quality of education, and increasing student learning success. The school principal also approved the final plan for the whole year, as continuing professional development was aimed at the welfare of teachers and increasing their competence in teaching. Starting from that, continuing professional development is a conscious renewal of knowledge and an increase in teacher competence throughout their working life (Pratiwi et al, 2020; Tobari et al, 2018).

Based on the results of the researcher interview with the principal and 4 teachers of SD Negeri Gardu Harapan who have been certified above. Researchers get research results which state that school principals and teachers already know about Continuing Professional Development. This program has been implemented in SD Negeri 2 Gardu Harapan through Curriculum 2013 training in schools. The training only discusses how to prepare learning tools, namely the Learning Implementation Plan using the 2013 curriculum. However, it is unfortunate that teaching skills are only discussed very little, even though teaching skills are needed to improve teacher competence to achieve better learning outcomes. According to Sudarma (2014) professional teachers are teachers who have a set of competencies, both regarding knowledge, skills and behaviors that must be possessed, lived in, and controlled by teachers in carrying out their professional duties.

After they conducted Curriculum 2013 training at schools, the teachers had implemented it, of the four teachers studied by the researcher only two were active in making lesson plans and always collecting them on time. This is closely related to teacher discipline in teaching. However, there are two teachers who have not been active in making lesson plans as material for teachers in teaching, and rarely collect lesson plans to schools, this was not intentional by the teacher, but there are obstacles faced by the teacher, namely

There are too many assessment systems in the Curriculum 2013, which makes these teachers less active in making lesson plans and less disciplined in their work. This is very influential on teacher competence, thus teacher competence is still low (Primasari et al, 2020).

Innovative work and scientific publications should be applied again to teachers. Innovative work is very important to be applied in schools, given the technological advances faced by students are now increasingly sophisticated, teachers must also try to learn more about computer technology, science, or the use of information that can be obtained via the internet (Maryanti et al, 2020; Apriana et al, 2020). However, SD Negeri 2 Gardu Harapan has implemented it. Although some of the teachers need to learn more. Through innovative work, school principals can see creative teachers, and teachers who are not yet creative can learn with teachers who already have innovative work, school principals can also include teachers who are not yet innovative to take part in training and seminars. Whether it is carried out by the Ministry of National Education, the Ministry of Education and Culture, between schools, or SD Negeri 2 Gardu Harapan itself, which conducts the training.

Based on the results of the teacher's interview with the principal, it can be concluded that the results of the study indicate that (1) the principal has implemented Continuing Professional Development through trainings; (2) scientific publication has not been carried out due to constraints with inadequate road access; (3) innovative work still needs to be improved, because there are still many teachers who have not made innovative work; (4) teacher learning tools are not optimal, because there are still teachers who are late and do not make learning tools; (5) mastery of technology-based learning needs to be improved; and (6) academic studies need to be improved.

IV. CONCLUSION

Continuing professional development has been implemented in SD Negeri 2 Mangsang through training in the 2013 curriculum and innovative works, but scientific publications have not been implemented in schools. The making of lesson plan has been done by the teacher, but there are still teachers who are not yet active in compiling lesson plans. The competence of SD Negeri 2 Gardu Harapan teachers is quite good, of the 4 certified teachers, two of them have good competence and two still need to be improved. Principals need to improve teacher competence through Sustainable Professional Development such as involving teachers in trainings, scientific publications, innovative work.

ACKNOWLEDGEMENTS

We would like to express our special thanks and gratitude to Principal SD Negeri 1 Gardu Harapan, Rector Universitas PGRI Palembang and Universitas Bengkulu, Director of Graduate Program Universitas PGRI Palembang and Study Program of Educational Management Universitas PGRI Palembang who gave us the support to do this wonderful project. This project was funded independent. Secondly, we would also like to thank our friends in Educational Management who helped us a lot in finalizing this project within the limited time frame.

REFERENCES

- [1] Alexnurdin, D. R. (2019). *Pendidikan di Kabupaten Musi Banyuasin [Education in Musi Banyuasin Regency]*. Banyuasin: PALPOS.
- [2] Apriana, D., Kristiawan, M., & Wardiah, D. (2019). Headmaster's Competency in Preparing Vocational School Students for Entrepreneurship. *International Journal of Scientific & Technology Research*, 8(8).
- [3] Arifin, D. (2012). *Panduan Menjadi Guru Profesional [Guide to Becoming a Professional Teacher]*. Bandung: CV Nuansa Aulia.
- [4] Arikunto, S. (2014). *Prosedur Penelitian Suatu Pendekatan Praktik [Research Procedure A Practical Approach]*. Jakarta: Rineka Cipta.
- [5] Aswari, M., Kristiawan, M., & Fitria, H. (2020). Senayan Library Management System Application as Digital Library Management. *International Journal of Progressive Sciences and Technologies (IJPSAT)*, 20(2), 129-136.
- [6] Aqib, Z. (2010). *Menjadi Guru Profesional Berstandar Nasional [Become a National Standard Professional Teacher]*. Bandung: Yrama Widya.
- [7] Constitution 1945
- [8] Fitria, H., Kristiawan, M., & Rasyid, A. (2019). The Educational Character on Instruction. *Opción*, Año 35, Especial No.21 (2019): 964-979
- [9] Huda. (2019). *Cooperative Learning*. Yogyakarta: Pustaka Belajar.
- [10] Jaelani, A., Kristiawan, M., & Rohana. (2020). Computer Based National Examination Policy, Implementation and Problem. *Education Journal* 3(2), 13-23. <http://www.itspoa.com/?thread-1089-111.html>

- [11] Kristiawan, M., & Muhaimin, M. (2019). Teachers' Obstacles In Utilizing Information and Communication Technology. *International Journal of Educational Review*, 1(2), 56-61.
- [12] Law Number 23 of 2005
- [13] Maryanti, N., Rohana, R., & Kristiawan, M. (2020). The Principal's Strategy in Preparing Students Ready to Face the Industrial Revolution 4.0. *International Journal of Educational Review*, 2(1), 54-69.
- [14] Minister of State for Administrative Reform and Bureaucratic Reform Number 16 of 2009
- [15] Moleong, L. J. (2013). *Metodologi Penelitian Kualitatif [Qualitative Research Methodology]*. Bandung: PT Remaja Rosdakarya.
- [16] Moleong, L. J. (2012). *Metodologi Penelitian Kualitatif [Qualitative Research Methodology]*. Jakarta: Remaja Rosdakarya.
- [17] Sarwono, J. (2006). *Metode Penelitian Kuantitatif dan Kualitatif [Quantitative and Qualitative Research Methods]*. Yogyakarta: Graha Ilmu.
- [18] Santoso, S. (2014). *Statistik Parametrik [Parametric Statistics]*. Jakarta: PT Elik Media.
- [19] Saud, U. S. (2017). *Pengembangan Profesi Guru [Teacher Professional Development]*. Bandung: Alfabeta.
- [20] Sudarma, M. (2014). *Profesi Guru Dipuji, Dikritisi, dan Dicaci [Teaching Profession Praised, Criticized, and Scorned]*. Jakarta: PT. Raja Grafindo Persada.
- [21] Sudjana, N. (2010). *Cara Belajar Siswa Aktif dalam Proses Belajar Mengajar [How Students Learn Active in the Teaching and Learning Process]*. Bandung: Remaja Rosdakarya.
- [22] Sugiyono. (2009). *Metode Penelitian Kuantitatif dan Kualitatif [Quantitative and Qualitative Research Methods]*. Bandung: Alfabeta.
- [23] Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif dan Kombinasi [Quantitative Research Methods, Qualitative and Mixed Method]*. Bandung: Alfabeta.
- [24] Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif dan R & D [Quantitative Research Methods, Qualitative and R & D]*. Bandung: Alfabeta.
- [25] Supriano. (2019). *Upaya Peningkatan Kopetensi Guru Melalui Pengembangan Diri [Efforts to Improve Teacher Competence through Personal Development]*. Yogyakarta: UNY.
- [26] Sutikno, A. (2018). *Upaya Peningkatan Kompetensi Guru Melalui Pengembangan Diri [Efforts to Improve Teacher Competence through Personal Development]*. *Prosiding Profesionalisme Guru Abad XXI*. Yogyakarta: Tesis UNY Yogyakarta.
- [27] Pratiwi, U., Al Haddar, G., & Kristiawan, M. (2020). Arduino-Based Mini Reed Switch Magnetic Sensor Media: Implementation in Physics Learning to Improve Students' Analyzing Ability. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 5(1), 183-193.
- [28] Primasari, D. A. G., Kristiawan, M., & Fitria, H. (2020). Developing Instructional Media of Curriculum 2013 Based on Information and Communication Technology. *Education Journal* 3(2), 24-34. <http://www.itspoa.com/?thread-1089-111.html>
- [29] SARBINI., Kristiawan, M., & Wardiah, D. (2020). Supervisor's Performance for the Quality of Education. *International Journal of Progressive Sciences and Technologies (IJPSAT)*, 20(1), 255-262.
- [30] Septiani, S., Kristiawan, M., & Fitriani, Y. (2020). School Literacy Movement, Providing Solution. *Education Journal* 3(2), 43-52. <http://www.itspoa.com/?thread-1089-111.html>
- [31] Taniredja. (2016). *Guru yang Profesional [Professional Teacher]*. Bandung: Alfabeta.
- [32] Tobari., Kristiawan, M., & Asvio, N. (2018). The Strategy of Headmaster on Upgrading Educational Quality In Asean Economic Community (AEC) Era. *International Journal of Scientific & Technology Research*, 7(4).
- [33] Turmini., Kristiawan, M., & Sari, A. P. (2020). The Influence of Education, Training, and Experience towards Teacher's Professionalism. *Electronic Research Journal of Social Sciences and Humanities*