

Implementation of Continuing Professional Development (CPD) in MAN 3 City Of Padang Panjang

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Abstract -- Continuing Professional Development (CPD) is a prerequisite for teacher educators. The importance of CPD for teacher educators lies in the fact that it helps them to improve their professional and instructional practice. As part of implementation, teachers act as developers and creators of their professional learning opportunities and activities. The research also illustrates that several factors can have a negative impact on the attitudes and capacities of teacher educators to initiate their CPD activities. This study aims to determine the application of CPD and the challenges they face. The data for conducting the research were collected from a sample of 30 teachers using CPD indicators in accordance with the Menpan RB regulations, the data analysis used in this study was a qualitative analysis carried out descriptively. The results of this study indicate that the application of CPD teachers at MAN 3 Padang Panjang City is carried out in stages by prioritizing Government employees teachers. Teachers' scientific publications have not been optimally facilitated. Facilities for scientific publications do not yet exist so that teachers are lazy to write scientific papers, there are not enough sources and references to support teachers in making scientific writings.

Keywords : sustainable profession; scientific papers; professional teache.

I. INTRODUCTION

Education is an effort to develop students' self in terms of knowledge, attitudes and skills in a social environment in which interaction occurs between students and educators. It is in this interaction that learning of behavior and norms occurs that is able to develop the potential for thinking and acting for students. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. (Law No. 20 of 2003)

Education is an important process to educate the nation, therefore it must be carried out by professional people. In educational organizations, professional people are educators or teachers. These educators need and must be improved as a learning organization. This is done to prepare for the transformation that will occur in the future. One of the important requirements for the realization of a learning organization is the formation of a learning community in the organization. This is because one of these components is part of the entire organization and is the result of the performance of all components including the HR element.

As a manifestation of the implementation of the teacher's role as professional staff in order to develop their competence, a CPD program is held in order to minimize the gap between their current competence and what will be demanded in the future related to their profession. There are various ways to improve teacher competence, one of which is through the CPD program. In

this regard, it is hoped that the four teacher competencies including pedagogic, professional, social and personality can be increased so that the wishes and demands of teachers can be achieved optimally according to their profession.

If the teacher's performance appraisal is still low in accordance with the competency standard criteria, the teacher is required to carry out PKB focused on achieving teacher competency standards. And if the results of the performance assessment reach the standard, the PKB activities are oriented towards improving the teacher's career and fulfilling meaningful learning services. With the CPD, it is hoped that teachers can follow the development of science and technology and as an addition to the knowledge, skills and attitudes for teachers to carry out their main duties and functions according to the expected competency standards.

Based on research observations, from February 7 to 19, 2022, information was obtained that at MAN 3 Padang Panjang City, CPD had not been implemented optimally. This is indicated by the data that 12 out of 30 PNS teachers at MAN 3 Padang Panjang City do not implement CPD. Symptoms that arise include most of the teachers do not attend functional training, collective activities do not carry out presentations in scientific forums, do not publish research results and do not create innovative works.

The focus in this study is the implementation of PKB as follows, 1) How is the self-development of teachers at MAN 3 Padang Panjang City? 2) How is the scientific publication of teachers at MAN 3 Padang Panjang City? 3) How is the innovative work of teachers at MAN 3 Padang Panjang City? 4) What are the obstacles and solutions in implementing PKB management at MAN 3 Padang Panjang City.

II. METHODS

The approach used in this research is a qualitative approach. In this case, the researcher will reveal the symptoms in a holistic-contextual way through collecting data from a natural setting by using the researcher himself as a key instrument. All conditions in the field will be explained naturally without any treatment and manipulation from researchers. The reason for using a qualitative approach is because researchers want to understand social situations in depth, find patterns, hypotheses, and theories. Then the type of research design used is descriptive research by providing real picture information about the implementation of PKB management in MAN 3 Padang Panjang City, the factors that hinder its implementation, and the positive impact on teacher performance. The data sources were selected purposively and were snowball sampling. The sample data sources were selected from PNS teachers who knew about PKB at MAN 3 Padang Panjang city. Taken with consideration and the amount until it reaches a saturation condition according to the researcher which is marked by the similarity of the data provided by the source.

The data in this study are using data from interviews and data from observations. Interviews were conducted to obtain data on continuous professional development (PKB), which consists of self-development, scientific publications, and innovative works. Observations were made by comparing existing documents in the field with data from interviews with resource persons. In addition, data regarding the constraints to the implementation of PKB are also needed to answer the focus of the problem in this study. The data sources for this research are PNS teachers at MAN 3 Padang Panjang City for the academic year 2021/2022, totaling 30 people. Analysis of the data in this study will be carried out with procedures for orientation, reduction, selection, checking the validity of the data.

III. RESULTS AND DISCUSSION

MAN 3 Padang Panjang City is located on Jalan Rasuna Said, RT. 13 Kampung Manggis Village, Padang Panjang City. Briefly, the school profile can be seen in the following table:

Table 1: School Profile

NPSN	10263752
NSS	131113740003
Name	MAN 3 KOTA PADANG PANJANG
Accreditation	Akreditasi A

Address	Jl. Rasuna Said No. 14 RT 13 Kampung Manggis Village, District. West Padang Panjang, Padang Panjang City
Postal code	27111
Phone Number	0752485287
Fax number	-
Email	manbalaibalai.padangpanjang@yahoo.co.id
Level	High school
Status	Country
Situs	
Latitude	-0.4971251101820859
Longitude	100.4205322265625
Altitude	867
Time	Morning School Study

Finally, complete content and organizational editing before formatting. Please take note of the following items when proofreading spelling and grammar: In order to carry out sustainable teacher professional development, at MAN Padang Panjang city in conducting scientific publications on research results, teachers need a more innovative training system. The training system is expected to be not only a socialization that emphasizes the cognitive understanding of teachers alone, but must be able to lead teachers to be able to plan, implement, and report CAR, as well as publish the results of the research in scientific journals.

Continuous professional development (CPD) is competency development carried out by teachers according to need, gradually, and continuously so that they can improve their professionalism. This PKB is a requirement of the Regulation of the Minister of State for Empowerment of State Apparatus and Bureaucratic Reform No. 16 of 2009. The form of PKB includes elements of self-development, scientific publications, and innovative works. With PKB, it is hoped that teachers will become professional and have strong knowledge and have a mature, strong, and balanced personality.

According to the Organization for Economic Co-operation and Development (OECD)–International Survey of Teaching and Learning (TALIS, 2009), CPD or PKB can be defined as “involving activities that develop skills, knowledge, expertise and other individual characteristics as a teacher.” According to Melanie Allen (UK, 2009), CPD refers to the “process of tracking and documenting” the skills, knowledge and experience that teachers acquire both formally and informally as they work, beyond initial training. It is a record of what they experienced, learn, and then apply.” Thus CPD can be comprehensively defined as a person involving ongoing divergent activities (formal, non-formal and informal) aimed at developing the intellectual abilities of educators (cognitive domain), self-confidence, attitudes, values, and interests (affective domain) and skills. and competence (psychomotor domain) to improve personality and to carry out professional teaching responsibilities properly in accordance with changing times and the needs of prospective teachers and the community.”

The creative and innovative training strategy proposed in this service is training with integrated assistance that involves stakeholders and applies the principles of active learning (student active learning), product-based learning (product-based learning), and high-order learning. learning). Active learning strategies provide opportunities and courage for participants to

actively participate in the training. Product-based learning strategies facilitate participants to plan, implement, and report CAR and publish it in scientific journals. High-level learning guides participants not only in mastering the knowledge and understanding of training materials, but is able to reach the highest level of learning, namely creation in the form of research results and scientific publications.

According to Permenneg PAN and RB number 16 of 2009 elements of sustainable professional development activities include: (1) self-development; (2) Scientific Publications; and (3) innovative works.

Table 2: Elements of CPD and Components of each element of CPD

No	Elements of CPD	Components of each element of CPD
1	Self development	<ol style="list-style-type: none">1. following functional training.2. Participate in teacher collective activities
2	Scientific Publications	<ol style="list-style-type: none">1. scientific publications on research results or innovative ideas in the field of formal education; and2. publication of textbooks, enrichment books, and teacher guidelines;
3	Innovative Works	<ol style="list-style-type: none">1. find the right technology2. find/create works of art3. Create/modify learning tools.4. Follow the development of the preparation of standards, guidelines, questions and the like

The general objective of CPD is to improve the quality of education services in schools in order to improve the quality of education. The specific objectives are:

1. Facilitate teachers to achieve predetermined competency standards
2. Facilitate teachers to update competencies so that they are in line with the demands of the times
3. Motivate teachers to have a commitment to carry out their main tasks and functions professionally
4. to raise the image, prestige and dignity of the teaching profession

The basic principles of continuous professional development (center for professional development of educators, Ministry of National Education 2011), namely: 1) CPD must focus on the success of students 2) Schools must facilitate teachers systematically and regularly and continuously 3) Schools facilitate teachers to participate in CPD in accordance with RB Regulation No. 16 of 2009 4) Teachers who do not implement CPD will be sanctioned 5). CPD materials must focus on student learning, rich in academic materials, learning processes, the latest learning materials and technology or art and use student work and data to improve learning. 6). The CPD process must be started by the teacher himself so that there really is a change in him so that the quality of service to students increases. 7). the implementation of CPD must be related to the vision and mission of the education unit and the vision and mission of the local education office 8). CPD as far as possible is carried out in the nearest school or school environment. 9) PKB must encourage the recognition of the teaching profession as a useful field of work in the intellectualization of the nation.

Based on the results of interviews and observations regarding teacher self-development at MAN 3 Padang Panjang City which was carried out on 7 to 10 February 2022, it can be concluded that the meaning of the statement of opinion expressed by the data source is as follows, "Self-development is carried out in stages by prioritizing teachers who have been certified". This statement is also supported by the opinion submitted by data sources during interviews and observations as follows: "Self-development is prioritized by teachers who have passed certification." Furthermore, when interviewed and observed on

February 9, 2022, they also had a similar opinion, namely : “Self-development prioritizes certified teachers. This is also in accordance with the opinion expressed by the data sources as follows: Self-development is carried out according to the teacher's subjects and preferably those who are certified.

Other similar opinions were also expressed by sources of self-development data carried out alternately starting from teachers who have been certified. Furthermore, to ensure that the information obtained has external validity, interviews were also conducted with data sources who have the same opinion as the teachers interviewed previously, as stated below, teachers who are prioritized for self-development are teachers who have been certified and fulfill a 24-hour workload. . Scientific publications of teachers at MAN 3 Padang Panjang city are based on the results of interviews and observations put forward by data sources that can be described in their statements during several interviews and observations on February 14, 2022, as follows, Scientific publications have not been facilitated. This statement is also supported by information from several data sources, one of which is data sources that express similar opinions on February 15, 2022, there is no research culture among teachers.

Table 3 : research result CPD

N o	Elemets of CPD	Components of each element of CPD	Number of Teachers/score
1	Self development	<ol style="list-style-type: none"> 1. following functional training. 2. Participate in teacher collective activities 	<ol style="list-style-type: none"> 1. 15 2. 30
2	Scientific Publications	<ol style="list-style-type: none"> 1. scientific publications on research results or innovative ideas in the field of formal education; and 2. publication of textbooks, enrichment books, and teacher guidelines; 	<ol style="list-style-type: none"> 1. 17 2. 30
3	Innovative Works	<ol style="list-style-type: none"> 1. find the right technology 2. find/create works of art 3. Create/modify learning tools. 4. Follow the development of the preparation of standards, guidelines, questions and the like 	<ol style="list-style-type: none"> 1. 3 2. 5 3. 9 4. 30
	Amount		139
	Average		17,38

From the data above the average in the indicators is sought by adding up the number of teachers/scores then divided by the number of indicators. The data obtained is 17.38 out of a score of 30. This shows that the application of CPD in MAN 3 Padang Panjang city needs more attention and improvement, so that professional teachers are better and have an impact on the quality of education. The teacher does not have enough experience to do research, the experience of the teacher in researching is low. Innovative Work Information obtained from data sources in his statement during several interviews, most teachers have not made innovation work, innovative work is still limited.

Teachers have no motivation to develop learning media. There has been no development effort to make teacher innovation work. Obstacles to the Implementation of CPD In its implementation many obstacles were faced both internally and externally. Researchers in this case will dig up information about the internal constraints that occur in MAN 3 Padang Panjang City in the implementation of CPD. That every year there is always a calculation of the credit score of every PNS teacher. The credit score is based on the implementation of the PKB for each PNS teacher. The teacher's motivation is low and there are no references.

It is hoped that through Continuous Professional Development to support PKB, professional teachers will be realized who not only have strong, thorough and not half-assed knowledge, but also have a mature, strong and balanced personality. With a strong, thorough and thorough mastery of science and technology and excellent personality, it is hoped that skilled teachers can arouse students' interest in science and technology through the presentation of quality educational services. They are able to help and guide students to develop and navigate the world of science and technology which is rapidly changing as a feature of 2nd century society.

IV. CONCLUSION

Based on the discussion, the following conclusions can be drawn: the continuous professional development of teachers at MAN 3 Padang Panjang City is carried out in stages by prioritizing PNS teachers. Teachers' scientific publications have not been optimally facilitated. Facilities for scientific publications do not yet exist so that teachers are lazy to write scientific papers, there are not enough sources and references to support teachers in making scientific writings or classroom action research (CAR), and there is no training for teacher capacity building in making scientific papers. Skills that are not trained and developed cause teachers to be insecure in making a research report so that publishing it becomes a dubious thing for most teachers at MAN 3 Padang Panjang City.

Teachers in learning will be very tired of delivering subject matter if the innovation work has not been developed. As a result, learning is less effective. Constraints that occur in the implementation of CPD at MAN 3 Padang Panjang City are low budget support, teacher experience is not in accordance with CPD, teacher motivation is low, and lack of references in CPD implementation. These constraints are factors that influence the effectiveness of CPD implementation at MAN 3 Padang Panjang City.

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