

The Strategic Management of Teacher Professional Development (TPD) Program

As a Breakthrough to Elevate the Teacher Performance

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ABSTRACT

This study suggests a conceptual framework for a teacher development program aimed at reducing Indonesia's educational system's "left behind" situation and producing high-quality individuals. To raise the professionalism of educators, Teacher Professional Development (TPD) programs must be made available to teachers. It can be suggested that there are three primary learning types, those are learning are expert-led instruction, group instruction, and independent instruction that support the development of educators' competence based on the evaluation of how teachers' competence in language instruction and how TPD activities support teachers' competence development in teaching implementation. It is hoped that the conceptual framework of TDP will take into account the findings of research on teacher competence, professional development programs, and the adaptation of educational systems from other nations.

Keywords: *teacher development program, teacher's performance*

1. INTRODUCTION

A teacher is a professional occupation that needs specific competence, those are pedagogical, social, personal, and professional competence. But, based on some research, there are many problems in education, such as less background knowledge of pedagogical and professional competence, and low payment. Due to their lack of relevant educational experience, English teachers end up being underqualified (Zein et al., 2020). Ngabiyanto (2018) reports that the Indonesian Independent Teacher Federation (FGII) conducted a survey in 2005 regarding the ideal income for teachers, which is IDR 3,000,000. According to the survey, honorary teachers at private schools get IDR 10,000 per hour, while civil servant teachers get an average of IDR 1,500,000 per month. Teacher assistants receive an average of IDR 460,000 per month. As a result, the government faces difficulties in trying to resolve those issues. It doesn't seem like the current program is doing enough to raise teachers' professionalism and competency. In addition, the curriculum's constant changes and the educational approach system both have an impact on the low caliber of teachers. The government may use those study findings as guidance to increase teachers' professionalism and raise their level of competence.

It takes an evaluation to paint a picture of the teacher's performance in order for the teachers to achieve good results in their performance in instruction. A teacher evaluation is required because many teachers struggle with various issues, according to some research findings. The evaluation's findings will be used as guidance to move the performance of the educators in the right direction (Triatna, 2007). In 2022, the World Population Review placed Indonesia as having the 54th highest level of educational attainment out of 78 countries. Indonesia was ranked 108th globally in terms of education in 2018 with a score of 0.603. 44% of people finished secondary education, and 11% of students dropped out or didn't finish school (Ali, 2018). Fitri (2021) investigates that there are 3 factors of low educational quality in Indonesia, those are educational approach system, the changing of curriculum, and teachers' competence.

Based on this fact, it needs effort from all elements of education, such as the government, the educational institution, the educators, and the stakeholders of education. Among all elements, teachers take an essential role in

education (Lestari as cited in Nurchalis, 2020, Watloly as cited in Kholis & Murwanti, 2019, Avillanova & Kuswandono, 2019, and Kemenkumham, 2005). By considering the results of research that observe teacher competence, professional development program, and problems of teachers and by adapting the educational system from other countries, this study proposes the conceptual framework of teacher development program to minimize Indonesia left-behind condition in the educational system and to generate people to have good quality.

2. RESEARCH METHOD

Document analysis is a methodical process used in this qualitative study to review and assess documents, both printed and electronic (computer-based and Internet-transmitted). Document analysis, like other analytical techniques in qualitative research, necessitates the examination and interpretation of data in order to extract meaning, gain comprehension, and produce empirical knowledge (Corbin & Strauss, 2008). Text (words) and images that have been recorded without the assistance of a researcher are found in documents. Other inert or trace evidence, like cultural artifacts, is excluded for the purposes of this discussion. Books and journals are among the documents that can be used in a study for systematic evaluation.

3. RESULT AND DISCUSSION

Because it requires expertise in both pedagogy and content, being a teacher is a professional occupation. In today's interconnected world, it is important to consider the professionalism of teachers because their duties extend beyond merely imparting knowledge and technological skills to include developing the attitudes, behaviors, and character of students who must be able to compete in the job market. Teacher Professional Development (TPD) programs must be provided for teachers in order to improve the professionalism of educators. According to the evaluation of how teachers' competence in language instruction and how TPD activities support teachers' competence development in teaching implementation, it can be proposed that there are three main types of learning types that contribute to the development of educators' competence that covers independent learning, collaborative learning, and learning from the expert.

3.1. Independent Learning

All forms of TPD carried out by each teacher independently are accommodated by independent learning. For the purpose of enhancing teacher competency, the following activities are encouraged.

3.1.1. Developing Themselves in Managing the Classroom

Pedagogical, personal, professional, and social competence are all aspects of a teacher's competence that simultaneously work to improve their teaching and learning activities. The most popular form of evaluation is students' assessments, which reveal the students' level of understanding of the lesson. The assessment results are considered during evaluation to determine whether or not learning can go on. A teacher is considered effective if the majority of the students perform better than expected on a standardized achievement test. The effectiveness of the teacher may be questioned when the majority of the students perform worse than expected. Another option is to hand out a questionnaire asking students to rate their teachers on a Likert-style scale (typically a four-point or five-point scale). Students may evaluate a variety of teaching-related factors, including course content, particular teaching techniques, and behavior. Teachers must manage the teaching and learning process in the classroom in order to build positive rapport with the students. Good interpersonal ties will help students succeed by preventing issues like indiscipline and disrespect, among others. Thus, from the feedback provided, teachers could learn more about how to improve themselves.

3.1.2. Reading Relevant Sources

Teachers can read relevant sources (books, journals, or other sources) to advance their competence in relation to the delivery of their lessons. Teachers can broaden their knowledge of the subjects they teach and use it in their teaching strategies by reading relevant sources. Additionally, they can learn from the articles they've read about

modern teaching methods that are thought to be successful in teaching specific subjects to students in an EFL environment.

3.1.3. Conducting Research

Conducting research in the classroom is another tool that teachers can use to improve their proficiency in terms of how they carry out their instruction. By utilizing the proper teaching techniques, they are able to address the issues that are currently present in their instruction due to the stages they have undergone in a research project. More specifically, they are able to hone their analysis skills in choosing which teaching technique to use based on pertinent considerations through the process of planning an action in which they must prepare materials and decide which teaching technique to implement to solve the problems. Teachers can observe the efficacy of a particular teaching technique's application in their teaching context through classroom action research. After conducting the research, they publish the results in journals or seminars to report the findings. Writing a journal helps teachers become more proficient at expressing their ideas, supporting them with evidence, and analyzing educational problems.

3.1.4. Developing English Proficiency

It is undeniable that English is a requirement for all subjects. Teachers must comprehend how to use technology, which is primarily presented in English, in the global era where the adoption of technology is required. Learning English can help teachers in a number of ways, including: (1) Knowledge expansion. (2) Provide more educational resources. (3) Think rationally. (4) Develop self-ability. (5) Mastering technology.

3.1.5. Being Flexible to the Changing

Rapid global development requires analytical thinking abilities and active learning skills in university graduates, including problem-solving, influence and negotiation skills, flexibility, and critical thinking. These abilities are crucial to impart to students so they can develop the communication, teamwork, creative thinking, and problem-solving abilities required for professional success in the 21st century, which forces teachers to switch from conventional to online and digital teaching techniques. The teaching approach is not 'teacher-centered learning' which means that the teacher's role is a facilitator who creates the learning process using flexible strategy, open-book assessment, and other activities that encourage learners to be engaged. In order to foster a culture of critical thinking, collaboration, communication, and creativity during the learning process, they must also be open to student feedback. To increase their effectiveness as professionals, teachers must adhere to all of these changes.

3.2. Collaborative Learning

Collaborative learning refers to various TPD activities involving co-workers, the teacher community, and the general public in their environment. Along with practicing with their peers and participating in the community, the teachers are also active. In addition, the process of collaborating with others to solve problems for the benefit of society and the general public has evolved into a component of learning that is consistent with the ideas of social learning theory.

3.2.1. Having Discussions with Colleagues at the Same School

Discussing how to effectively teach specific materials with co-workers at the same school can be very helpful for teachers in resolving issues that arise during their regular teaching activities. They frequently exchange advice on how to effectively teach the subject matter without causing the students to get too many difficulties in completing their course requirements. Another frequent subject of conversation among colleagues at the same school is how to foster a welcoming environment in the classroom. Next, it's crucial to collaborate with co-workers when conducting team teaching. Team teaching is defined as working together with colleagues to develop lesson plans and carry them out in a teaching environment. They take turn being the teacher (to be observed) and the observer

(to observe), and after discussing the lesson's outcome to identify its strengths and weaknesses, they take turns being the teacher. Joining the internship program

3.2.2. Collaborating with Other Parties

To improve their knowledge and professional competence, teachers can collaborate with other educational institutions, businesses, and communities. The ability of teachers to apply their knowledge practically to the community, society, and industrial work can be improved through collaboration with businesses and the community. It will make educators update their knowledge. The collaboration between schools and industry in compiling the curriculum as one example of collaboration is very necessary, because the mastery of the material (knowledge, skills, and attitudes) must be integrated with the industrial/business sector. Collaboration with other parties relates to the government program of Independent Learning - Independent Campus (MBKM) in which other school institutions are not a competitor, but a partner.

3.3. Learning from Expert

Learning from an expert refers to TPD activities where experts or trainers are present.

3.3.1. Internal Coaching

Internal coaching can provide ongoing professional development to support teachers' growth in their classroom performance, which can improve student outcomes. Senior teachers can act as the principal's right hand by conducting internal coaching, or they can use it as a tool for staff development. New teacher can observe the senior teacher while practicing teaching, so they can adopt strategies they have learned. After the observation, senior and junior teachers might discuss the teaching approach such as offering planning assistance, brainstorming ideas, and suggesting strategies that teachers might try in the classroom. When junior teacher practice teaching, the senior teacher observe him/her, and make a suggestion or advice about his/her teaching method.

3.3.2. Participating in the Professional Development Program

Workshops and conferences from experts as part of TPD programs have significant impacts on teachers' development of the teaching and learning process. By participating in workshops and seminars, they will have a great deal of knowledge about various engaging instructional techniques. Additionally, they will gain experience from the demonstrated teaching methods in the workshop's simulation process. As a result, they can receive insightful feedback on how well they used the technique from the trainers and the other participants. Moreover, they have the opportunity to share their issues and challenges with the teaching process during the Q&A session in the hopes that the trainers will provide solutions they can use in their own teaching methods.

3.3.3. Joining Relevant Courses

Teachers who have joined the ELT courses learnt a lot through the process of material presentation about teaching techniques and classroom management by the speakers or trainers. Questions and answers sessions related to their problems in their teaching practices as well as the clarity of the presented materials, and peer teaching activity related to the implementation of the presented teaching techniques get meaningful feedback about their performance. Additionally, they also learn how to implement particular teaching techniques and do simulation for the presented teaching techniques in the short course.

3.3.4. Encouraging Educators to Participate in a Scientific Forum

The teachers can expand their knowledge and pedagogical understanding by taking part in seminars and scientific forums. An alternative method for enhancing teachers' professionalism is internal in-house training/workshops in the Subject Teacher Forum (MGMP). They discuss issues and solutions in class, and the more experienced teachers train less experienced ones. They also share their experiences in managing the class.

The educators have also improved their competence in terms of teaching implementation by participating in teacher association forums. Both the invited speakers and trainers in the workshop session and the other MGMP members during the discussion session have provided them with insights regarding various teaching techniques that they can use in their teaching practices. Along with learning more, they can also get assistance from other MGMP members with their teaching-related issues. Additionally, they have the opportunity to put what they have learned about teaching methods and procedures into practice through peer teaching activities, as well as receive beneficial feedback from other MGMP members and invited trainers.

3.3.5. Training in Digital Technology

Technology must be incorporated into the educational process to enhance teacher-student interaction and make learning more engaging. Digital learning may be a good option to increase teachers' professionalism because it offers a variety of freely accessible learning platforms, learning resources on the internet, and smartphones with advance applications. Internet use is, without a doubt, a TPD activity that has aided teachers in their instructional delivery. They have information on how to teach specific materials online. However, they must still decide which techniques to use or adapt based on the practicality and skill level of their students. In other words, they do not immediately implement what they have discovered online to be implemented in their teaching practices. Additionally, they have acquired a variety of English games they can use in their instruction to attract students' interest in learning the language. Teachers have improved their competence in the implementation of instruction through this process of choosing, adapting or modifying, implementing, and reflecting on what they have discovered online regarding teaching techniques or procedures.

3.3.6. Gaining Proficiency through Teacher Certification

As part of its efforts to improve the professionalism of teachers in Indonesia, the Ministry of Education began setting up a program called teacher certification in 2006. The goals of that certification are to raise the standard of instruction, develop teachers' professionalism, enhance more qualified teachers, and make sure that teachers possess the necessary skills to carry out their jobs. Teachers must complete the Teacher Professional Education and Training Program (PLPG), Teachers Professional Education (PPG), or Education Undergraduate Program with Additional Authority (SKKT) offered by the institution, such as an Educational Institution (LPTK) designated by the Ministry of Education and Culture to receive the certificate. It is undeniable that the financial incentive for teachers to obtain certification is to help them meet their daily expenses and support their work, as the salary for teachers in Indonesia is still low and even lower when compared to that of other professionals like doctors, pilots, and IT developers. If they get wealthy income by gaining certificate relates to the teachers' professionalism, educators may enhance their teaching ability that results in the good students' achievement.

CONCLUSION

The conceptual framework is designed because of the reviews of problems faced by teachers in their teaching performance and the low Indonesian education rank achievement. The teachers' evaluation needs to be conducted to overcome the problems. To develop their competence, educators must take teacher development program (TDP) as a strategies to elevate teachers' performance. Individual learning, collaborative learning, and learning from expert are the breakthrough for those constraints that may be implemented in the instruction in the classroom. By considering the results of research that observe teacher competence, professional development program, and by adapting the educational system from other countries, it is hoped that the conceptual framework of TDP will minimize Indonesian left-behind condition in the educational system if educators want to generate people to have good quality.

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