

DEVELOPMENT STRATEGY OF TEACHERS' TEACHING PROFESSIONALISM

Bambang Budi Wiyono

Faculty of Education

State University of Malang, Jl. Semarang 5 Malang

Email: bambudi2007@yahoo.com

Abstract

Improving the quality of education is the main priority in developing education in Indonesia. One of the factors that determine the quality of education is the teacher. Improvement of the quality of education is characterized by increased students' achievement, and it can only be achieved through teaching professionalism of teachers. Therefore, to improve the quality of education, the first step that must be conducted is to improve the teaching professionalism of teachers. The purpose of this study is to describe the determinant factors that determine the professionalism of teachers' teaching. The study used descriptive research design. Samples were 90 teachers and 28 principals in East Java, taken by using a quota random sampling technique. The data collected by questionnaires, interviews, and documentation, and analyzed by descriptive statistics, correlation, and qualitative data analysis. The results showed that there are six strategies to improve the professionalism of teachers' teaching, namely use proper supervision approach, effective supervision techniques, positive supervision principles, and supported by good facilities, good media, competent supervisors, and relevant places. The collaborative approach is the most appropriate supervision approach, but it also needs to be adapted to the characteristics of the teachers. The most effective technique provide learning experiences widely for teachers, and its implementation is based on the positive principles, for example, democratic, scientific, cooperative, creative, and constructive. The good facilities, relevant media, competent supervisors, and good places also contribute to the professionalism of teachers' teaching. The use of positive principles is the most decisive factor to improve the professionalism of teachers' teaching. The professionalism of teachers' teaching include the ability to know the learners' characteristics, mastery of the learning principles of learning, curriculum development capabilities, the quality of the learning process, ability to develop the learners' potency, communication skills, evaluation skills, mastery of material, personality, and ability to develop themselves.

Keywords: Approaches, Techniques, Principles of Supervision, Teaching Professionalism of Teachers

The quality of education is still not considered good today. It is characterized by low students' achievement, decrease students' behavior, low students' ability, the number of school leavers who are not ready to use, and low students' achievement at the international level. Based on the results of measurements of the Human Development Index in 2011, Indonesia still ranks 108 of 169 countries surveyed in the world.

In educational components, one of the factors that affect on improvement of quality of education is teacher. The teacher is central in improving the quality of education. Improvement of the educational quality is characterized by increasing students' achievement. The level of students' achievement is determined by the teacher. If the teacher is able to teach well, the students' learning process will be implemented well, and can lead to greater students' achievement.

Today, the level of teachers' professionalism in teaching has not been excellent. Results of teacher competency test held in 2012, professional skills and pedagogical skills of teachers is low. Hence, in order to improve the quality of education, the main steps that need to be done is to improve the professionalism of teachers' teaching. To improve the professionalism of teachers' teaching can be conducted through effective teacher development.

Teacher development is the process of providing assistance to teachers, either in the form of guidance, stimulation, or other activities forms, with the aim to enhance the teacher's ability to perform their duties, especially task of teaching. The teacher development activities have been carried out at all levels of education, both primary and secondary education. However, according to some studies, the goal is still not achieved optimally. The study of Suryadi and Tilaar (1993) showed that the teacher development activities that have been implemented have not effected on improving teachers' teaching ability. This is consistent with the results of Kummerer study (1990) also showed that most teachers still had not achieve standard qualifications of professional teacher. The finding of Wiyono and Maisyaroh (2007) also did not show the different results. Based on these results, it would need to be found effective strategy to develop the professionalism of teachers' teaching.

The government has been implementing several policies to improve the professionalism of teachers' teaching, through teacher certification programs, teacher performance appraisal, induction programs for beginning teachers, or continuous professional development, but the policy, yet equipped with the operational techniques in fostering effective teacher. In fact, based on some results of recent research conducted, the policy could not be implemented effectively and still has not shown success as expected.

Based on the Regulation of the Minister of Administrative Reform and Bureaucratic Reform Number 16 in 2009 has been mentioned that the continuous professional development of teachers can be done in three ways, namely self development, scientific publications, and innovative work, but what is the relevant approach can be used, what are

techniques can be applied effectively in conducting professional development of teachers has not been formulated. Therefore, it is necessary to find a strategy that is effective for developing professionalism of teachers based on factors that affect on teachers' performance. Based on these rationales, the research was conducted.

The purpose of this study was to: (1) to describe the experience of teachers development, in terms of the principles, techniques, approaches, and other attributes that have been implemented, (2) to find variables that affect on the professionalism of teachers' teaching viewed from the principles, techniques, approaches, and other attributes of teacher development side, and (3) generating effective development strategy to improve the teachers' professionalism in implementing teaching learning process.

Method

This study aims to find a strategy for effectively developing professionalism of teachers' teaching based determinant factors of teachers' performance. The study used descriptive design. The research process was conducted through several stages, namely, designing the study, collecting data, analysing and interpreting data, and finding effective strategies to improve the professionalism of teachers' teaching. The professionalism of teachers' teaching viewed from several aspects, namely the ability to know the characteristics of learners, mastery of theory and principles of learning, curriculum development capabilities, the quality of the learning process, the ability to develop the learners' potency, the communication ability, evaluation ability, mastery of material, personality, and the ability to develop themselves.

The study was conducted on two cities in East Java, that are, Batu and Blitar. Samples were taken at 118, which consisted of 90 teachers and 28 principals of Kindergartens, Elementary Schools, Junior High Schools, Senior High Schools and Vocational Schools, which 57 samples were taken from Blitar and 61 samples were taken from Batu. The sampling technique used quota random sampling.

The data was collected by questionnaires, interviews, and documentation. Questionnaire technique was used to collect data of the implementation of teacher development, both in terms of approaches, principles, techniques, and other attributes as well as the professionalism of teachers' teaching. Interview techniques, used to collect data of the implementation of teacher professional development in deeper. Documentation techniques,

used to collect documentative data, for example about school conditions, characteristics of teachers and principals, and the result of teachers professional development.

In accordance with the data collection techniques, the instruments are developed based on the study variables. To obtain a good validity and reliability, development of the instruments is done carefully. In addition, the instrument also be tested empirically. The results of the analysis showed that the instruments have good validity. The results of Cronbach alpha reliability analysis also showed good results, with reliability coefficient of the instruments were > 0.7 .

Based on the research objectives and the type of data, there were three data analysis techniques used in this research, that are, descriptive statistics, correlation, and analysis of qualitative data. Descriptive statistics were used to describe implementation of development of professionalism of teachers' teaching and teachers professionalism. The correlation analysis was used to examine correlation between the variables, and the qualitative data analysis techniques was used to analyse qualitative data.

Research Finding And Discussions

Determinant Factors of Teachers' Teaching Professionalism

The present study was undertaken to find effective development strategy of teachers' teaching professionalism based on determin at factors of teachers' performance. The results of data collecting were analyzed by descriptive statistics, correlation, and qualitative data analysis. The first step is studying development or supervision techniques, which are analyzed in terms offer quency and variety of techniques, as well as effectiveness of the supervision techniques.

Based on the analysis, it can be concluded that the teachers had experience in teacher development activities through various supervision techniques. The most supervision technique sthat followed by teachers are meetings, teacher group meetings, peers discussion, upgrading, ands eminars. All of the supervision techniques are quite effective, however, the technique hat has highest effectiveness score is teaching demonstration, followed by teacher group meetings, training, self-development, action research, teacher meetings, classroom visitation, peers discussions, upgrading, clinical supervision, in on in activity, teaching simulation, lesson study, and comparative studies. Thus, techniques that have high

effectiveness are more emphasize the active learning of teachers and supervisors in the process of development.

Most teachers accept or follow the teacher professional development by collaborative approach, non-directive, and directive. Based on data analysis results, collaborative approach is the most effective approach, followed by non-directive approach, and directive approach. It shows that most teachers consider collaborative approach is the most appropriate approach, and second approach is the non-directive, and the lowest position is the directive approach.

In development process, the teachers are developed by several supervisors, namely, principals, school super intendants, facilitators or teachers themselves. When analyzed in terms of the effectiveness of supervisors, can be concluded that the most effective supervisor is teachers themselves, followed by principals and facilitators, and in the third rank are by school super intendants and teacher colleagues. Thus, from the side of supervisors, the teaching professional development of teachers is most effectively supervised by principals or self-development by teachers themselves.

According to the most of teachers, the best place for developing teachers professionalism is at schools. Secondly, it is at teacher group meeting place, and thirdly, is at education offices. Places used for incidental teacher development activities, such as, at Education Quality Assurance Agency offices, or at college offices, are at the third position.

Most of the development activities that had been followed by teachers, tend to apply the principles of good supervision. These principles include friendly, democratic, cooperative, referring to the purpose, scientific, open, creative, and constructive. Some of the principles are still relatively less applied is the use of supervision instruments, provide an opportunity for teachers to evaluate themselves or doing reflection, and provide welfare support.

In teaching competency, based on the data analysis, it can be concluded that firstly, teachers need improving professional competency. Most of teachers need increasing mastery of subject matter. Secondly, they need improving pedagogical competency, for example, the ability to write an instructional design, to use teaching strategies and methods, to use instructional media, or ability to implement evaluation. At last, most of teachers need improving personal competence and social competence.

Based on the correlation analysis results between predictor variables and criteria variables, it can be concluded that there are no significant correlation between techniques,

principles, approaches of supervision, supervisor characteristic, supervision place, and professionalism of teachers' teaching. Nevertheless, there was a generally positive relationship. Of the various components, the use of the supervision principles have the highest correlation value, followed by the supervision approach and the supervisors characteristic. In conclusion, the finding of the descriptive analysis can be a major consideration in developing strategies for improving professionalism of teachers' teaching ideally.

Development Strategy of Teachers' Teaching Professionalism

Based on the results, it can be concluded that the effective development strategies of teachers' teaching professionalism were conducted through four stages, that are, needs assessment, planning, implementation, evaluation, and follow-up of teacher development program. From needs assessment up to evaluation and follow-up, need good coordination among units or institutions related to the development activities of teachers' teaching professionalism.

The first step that must be done in implementing teacher development is to conduct needs assessment. The objective of needs assessment is to find teachers' needs. The needs assessment can be done through observation, questionnaires, interviews, or documentation.

Based on the needs assessment results, it's drafted planning of effective teacher professional development. It is necessary to make good coordination, so that, there is no overlap of teachers development activities. The steps of planning include formulating goals, designing materials, choosing teachers as supervisee, assigning supervisors or facilitators, making supervision schedule, preparing supervision facilities, assigning the media, and developing evaluation instruments.

After completing planning, then, implementing the program of teachers development activities. The implementation must refer to the planning. There are several principles to implement the teachers development, that are, democratic, cooperative, referring to the goal, cooperation, constructive, harmonious, prosperous, objective, and open.

In addition, it should use effective supervision techniques, such as teaching demonstrations, workshops, upgrading, training, or teaching simulation. These techniques emphasize teachers' active learning, collegiality, and it's conducted at long time.

In another sides, the development of teachers' teaching professionalism, also need to use the right approach. Based on the results of data analysis, the most appropriate approach is the collaborative approach, however, it also needs to be adapted to the characteristics and capabilities of teachers.

After implementation of teachers' development program, the next step is to carry out the evaluation of teachers' development. There are four types of evaluation are applied, namely, the reaction evaluation, evaluation of learning, evaluation of behavior, and evaluation of results. The reaction evaluation aimed to evaluate the teachers' development process. The learning evaluation is to measure learning outcomes directly as a result of the development. Evaluation of behavior intended to further the results of teachers' development at schools. The evaluation of the results directed to measure the end result of development activities, namely, improving student learning outcomes. Based on the evaluation results, can be conducted further development program planning. It is as follow up of the teachers' professional development program.

These research finding is accordance with several previous studies. Based on the results of previous studies show that effective teacher professional development requires a relatively long time, and needs to be done continuously. The study of Mc Gregor & Gunter (2006) showed that the teacher development program implemented in quite a long time, which is for two years, can improve teachers' pedagogy competence. The development program, including intensive training activities and school visitation.

These results are also consistent with the research finding of Bisset & Nichol (1998) which shows that the course of material comprehension for 20 days had a significant impact on the improvement of teacher knowledge and instructional practice in the classroom. The development activities are not only in the class, but also require field visitation. The results showed that the technique of in-on-in is an ineffective technique in improving the professionalism of teachers.

On the other hand, the findings of Leonard and Marquardt (2010) showed that action learning is a learning model that is very effective to enhance the ability of practitioners. Some characteristic of action learning is a lot to ask, emphasize on practice, group interaction, exchange experience, and learning from experience (experiential learning). The result is in accordance with the results of this study that emphasize collaborative approach in the

process of teacher development, emphasize on practice, and interaction between teachers and supervisors.

On the other hand, the study results of Dhillon & Moreland (1996) also showed that an effective teacher professional development, which can contribute to the achievement of student learning outcomes, provide practical activities, collegial development, and optimal learning responsibility. In accordance with the results, findings of Reed and Nyabanyaba (2002) also showed that the effective technique for improving teachers professional competences emphasize reflection on practice. These results concur with this results that effective teacher professional development provides an opportunity to take much active involvement activities, emphasizes collegiality and practices.

These results are also consistent with the findings of Neil (2006) which found that effective in-service education model have four characteristics, namely: (1) focus more on collaboration, (2) relating to the needs of teachers, (3) held in right place, and (4) is done through induction of new teachers. This study is very consistent with the results of this study, which emphasizes the collaborative, collegial development, in accordance with the needs of teachers, and implemented in the right place.

Results of the research of Wiyono (2000) showed that most of the teachers were more suited to the leadership style of human relations oriented and integration of human relations oriented and tasks oriented than other leadership styles. Teachers have higher morale under human relations-oriented leadership style and the integration of human relations oriented and task oriented than other leadership styles. The study result, consistent with this finding that the collaborative approach is the most appropriate approach for the professional development of teachers.

Conclusions and Suggestions

Conclusions

Based on the results, it can be concluded that teachers have participated in various supervision techniques. The effective technique emphasize involvement of teachers and supervisors in development activities, collegial, and independent. Several techniques have a high effectiveness are teaching demonstration, teacher group meetings, training, self-development, action research, teacher meetings, classroom visitation, peers discussions,

upgrading, clinical supervision, activities of in on in, teaching simulation, lesson study, and comparative studies.

Most teachers also have to follow various supervision approach. Based on the data analysis results, collaborative approach is the most appropriate approach for teachers. Teacher characteristics are mostly situated on the middle level, both in terms of the competence or motivation. Several teachers have a high competence, but their motivation are low, and the others have a high motivation bu tlow competence. The collaborative approach is appropriate approach to improve the professionalism of teachers' teaching.

Teachers also follow development activities by various supervisors. Based on the data analysis results, the most effective development is self directed, then by principals and facilitators, school super intendent, and teacher colleagues. Thus, the most effective person to develop the professionalism of teachers' teaching, besides self development, is the principal. The best place of development is conducted at the school, with enough time, and carried out continuously. The principle of supervision is the highest aspect in determining the effectiveness of teacher professional development. Hence, in carrying out professional development of teachers' teaching, supervisors must use the appropriate principles, for example, friendly, democratic, referring to the objective, cooperative, constructive, scientific, reflective, harmonious, and open.

The steps of effective technique have been conducted through five stages, that are needs assessment, planning, implementation, evaluation, and follow-up of teachers development program. Starting from needs assessmen to evaluation and follow-up, it needs good coordination between related elements.

Suggestions

Based on the findings of the study, it can be presented some suggestions. Firstly, the professionalism of teachers' teaching is still not optimal. Teacher professional development activities undertaken have not been proven effective. Hence, it is necessary to use an effective strategy of teacher professional development.

Secondly, the results of exploration, there is lack of coordination in the implementation of professional development of teachers. Therefore, it need good coordination among related institutions or elements. Heads of education offices, heads of education quality assurance ofiices, super intendents, principals, and teachers must make

good coordinat in in needs assessment, planning, implementation, evaluation, dan follow-up of teachers development program.

Thirdly, the results of the study found that there are several aspects that must be considered in carrying out professional development of teachers' teaching, that are, approaches, techniques, principles, characteristics of supervisors, time and place. These components, need to be properly held, especially supervision principles, that have contributed greatly to the improvement teachers' teaching professionalism.

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