

## TUESDAY TEACHERS TRAINING: CPD FOR TEACHERS OF A BILINGUAL ISLAMIC SCHOOL IN SURAKARTA

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**Abstract:** As an inclusive and bilingual school, the need to maintain and make sure that the teaching and learning process is conducted well in English is crucially demanded. Not only to meet the National Education standard, but also the school vision itself, i.e. the realization of a World Class School that can be a source of innovation and creativity in efforts to improve education and lead to the equity of qualified education for all Indonesian people. This paper intends to describe a bilingual division program of a bilingual Islamic school in Surakarta, namely Tuesday Teachers Training, a weekly Continuing (Teacher) Professional Development or CPD in form of English training for teachers. Employing a descriptive qualitative in term of case study, the subject of this study were teachers of a bilingual Islamic school in Surakarta. It portrayed the program, the problem faced, and the solutions used in the process. The data were collected from observation, interview, and document analysis. The result shows that there were three steps in conducting Tuesday Teachers Training, namely preparation stage, implementation stage, and evaluation stage. Implementation stage consisted of two main activities, namely teaching practice and game. The Tuesday Teachers Training was held in a fun and less formal way. The teachers were fully aware of the benefits of joining the training.

**Keywords:** *Bilingual Division Program, CPD, inclusive school, teachers training*

### INTRODUCTION

Once someone occupied as a teacher does not mean that he or she will stop learning. Continuing (Teacher) Professional Development (CPD) means that language teachers need to keep updating their knowledge and skills continuously throughout their careers (Cirocki & Farrel, 2019). Maintaining and assuring the quality of a teacher is essential. Moreover if the school's vision is the realization of a World Class School that can be a source of innovation and creativity in efforts to improve education and lead to the equity of qualified education for all Indonesian

people. All elements from the stakeholders, teachers, students, administrators, and also policy makers approved that teacher professional development is very important, both to their professional success and for the benefit of their students' learning (Hargreaves & Fullan, 2012 in Cirocki & Farrel, 2019). It, then, becomes the school's responsibility to ensure that the teachers not only gain enough understanding and knowledge, but also be able to enrich and apply both content and language competence, especially English, in handling the teaching learning process and caring the pupils in such way compassionate enough.

Good teachers should be able to explain and convey complex concepts to their students easily, so that they understand it completely.

Good or even excellent language proficiency is demanded in ruling the process of explaining concepts to the students. A bilingual Islamic school in Surakarta realizes the importance of maintaining and upgrading the teachers' quality. It provides many programs. One of them is Teachers Training Program which is held on Tuesdays. The person in charge of this program is those in Bilingual division. They arrange the program to accommodate the needs of improving English, since most of books used in this school are in English.

The researcher considered that this program is very thoughtful. Moreover, the willingness of the teachers joining the program requires them to do this activity in extra-hours. It reflected the awareness of all teachers in this school that even though they have already become teachers, they did not just sit around and worked without updating their knowledge and competence. Thus, the researcher decided to do descriptive qualitative study on this field, entitled Tuesday Teachers Training: CPD for Teachers of a Bilingual Islamic School in Surakarta. This research aimed to reveal how the program was conducted, and to know the problems and solutions during the process.

## **RESEARCH METHODS**

This study was conducted at a bilingual Islamic school in Surakarta. It covered observation, interview, and document analysis. A specific topic about Tuesday Teachers Training was studied.

Thus, the researcher used a descriptive qualitative in term of case study. Qualitative research is a research which

depends on content and picture information; it has a very long data examination Creswell (2013, p. 13). Meanwhile, case study is one form of qualitative research is used to perform sociology examine (Yin 2002, p. 1). It incorporates experiments, study, stories, and the examination of recorded information. In addition, Miles and Huberman (1994) in Merriam (1998, p. 27) define case study as a phenomenon in bounded context and the data collection should be finite. Contextual analysis is the beneficiary methodology when 'how' or 'why' question is being posted. In this phase, the researcher has little control over occasions, and when the emphasis is on contemporary wonder inside real-life context. Margono (2007) stated that the case study can be an individual, an institution, or a group considered as a unit in the study.

## **RESEARCH FINDINGS AND DISCUSSIONS**

The data collections conducted helped the researcher to picture the training. It is a weekly training attended by most of the teachers in a bilingual Islamic school in Surakarta and shared topics generally about the use of language functions applied in teaching learning process, socializing around the schools, and other English Programs set by the Bilingual Division.

The program was compulsory for about sixty nine teachers, five teachers in which are the persons in charge or PIC of the bilingual division, from three different units; pre-school, elementary, and high school. However, those teachers were not all able to join the program every week regularly. The reasons were elaborated in the problems and solutions section.

The schedule was set long before the training started. It helped the division to arrange the order of teachers giving micro teaching weekly along with the material

they had to prepare. Not only had they prepare the material in form of a teaching scenario and teaching media, they had also required to measure their micro teaching by filling out the self reflection form provided by the division. This way, the teachers were not only in charge of delivering the material to show their teaching and language competence, but they also had the ability to evaluate their own performance. It was intended for them to be aware of their abilities as well as their challenges. This activity is recognized as self-assessment. Even though they are teachers, in following this activity, they acted as students improving their proficiency supervised by their friends who are persons in charge in the bilingual division. By doing self-assessment after micro teaching, the teacher are expected to identify standards and/or criteria to apply to their work and making judgments about the extent to which they have met these criteria and standards. This may go by asking themselves 'How is my performance?', 'Should I go further?', 'Do they understand what I'm saying?'. The act of questioning is the act of judging themselves and making decisions about the next step and this is called by self-assessment (Boud, 1995).

Not only did a teacher practicing micro teaching on that day have self-reflection, he or she also got feed-back both from the bilingual division and his or her attending colleagues. It creates a chain reaction when the result of self-assessment conducted in the training combines with the feedback and also teacher reflection after teaching learning process in the classroom. The teacher may increase his or her efficacy and autonomy. Reflection increases job satisfaction and would help teachers to foster their autonomy and independence also have confidence to participate in

determining the school and/or institutes' policy (Noormohammadi, 2014).

Based on the research, the Tuesday Teachers Training program consisted of three stages. They were preparation stage, implementation stage, and evaluation stage. These stages helped the teachers to manage and conduct a well-organized process of teaching and learning. Although, it seemed that the training started from the preparation stage, which is on the D-day of training; it was actually prepared a week or two week prior when the teacher in charge got the selected material.

### ***Preparation Stage***

Preparation stage covered opening, daily instructions, and games. Both of these activities were conducted by the bilingual division. The opening consisted of greeting, acknowledging the role model in charge in the micro teaching, and the today's topic or material. It was followed by the next step in the preparation stage, i.e. 'Daily Instructions' and games. Daily Instructions related to certain English expression used in teaching learning process. Meanwhile, games related to fun activities intended to refresh and enrich games data base that can be employed in class. In this stage, all attending teachers acted out as students.

### ***Implementation Stage***

The second stage was the implementation stage. The main activity in this stage was micro teaching. The role model set by the schedule previously was the one in charge. He or she conducted complete steps of teaching learning process, including Opening, Main Teaching Activity, and Closing. He or she had to submit the teaching scenario to the division to be reviewed latest a week before the micro teaching. The goal was to ensure that the

role model understood well the scenario and well prepared before the show time.

The duration of this main stage was more or less 45 minutes. It began with the opening which covered greeting and 'alpha zone'. Alpha zone is an activity in Multiple Intelligent System. This school employs this system, so it is a common activity conducted daily in classroom. It can be in any fun activity bridging the opening to the main teaching activity. It is conducted prior the warming up session. The alpha zone can be in the form of music, brain gym, sing a song, sing and dance, jokes, riddles, and questions.

Went through the next step of implementation stage, the role model started main activity. The role model conveyed and conducted teaching model of the material arranged in the teaching scenario prepared before. The role model also gave example of how to encourage, reinforce, and give compliments.

Later, closing was conducted as the last step. Here, conclusion was given by the role model. Trying to relate to the previous or upcoming materials was also needed, moreover trying to relate the material with *ma'rifatullah*, the way Muslim recognize God through every single activities and nature.

### ***Evaluation Stage***

The evaluation stage was the last. It covers four activities. They were self reflection, feedbacks, evaluation, and closing.

Self reflection was an activity conducted by the role model to measure and self-judging or self-assessing his or her performance during micro teaching. Feedbacks were given by the attending colleagues. They were on duty in commenting their colleague's performance during microteaching. These feedbacks were

hoped to enhance role model's quality. Meanwhile, evaluation was given by the division included the teaching scenario prepared and role model performance in micro-teaching activity. Then, closing was conducted by the division. In this step, the division shared and reminded the information about the following week activity.

### ***Problems and Solutions***

From this study, the researcher found some problems. These problems were acknowledged by the bilingual division and they worked it out by implementing solutions. Those problems and solutions are as follow:

1. The ratio between bilingual division team versus total number of teachers in the school. Although this school has a bilingual division responsible to the quality of the use of EFL in teaching learning process, the total number of all teachers in this school outnumbers the team. This raised a real problem in conducting the training effectively. To lessen the problem caused by the number of the teachers, they implemented paired assistance. Those who were performing excellent English skills were supposed to assist their other fellow teachers.
2. Besides the imbalance ratio, multi level competences of the teachers were another problem. As mentioned in the solution of the ratio between bilingual division team versus total number of teachers in the school, to overcome the problem caused by the different level of competences of the teacher, bilingual division also give the chance for the teachers having excellent performance to assist their fellow teachers in the preparation.

3. Limited time allocation, which is only once a week on Tuesday, also affected the effectiveness of the program. Moreover it was only around 60 up to 90 minutes meeting. That is why the discussion often took place in some other time beyond the program allotted time.
4. Not all teachers could attend the program regularly because sometimes they had certain official invitation to attend to. In this case, if they could not attend on the D-day of their micro-teaching day, they could alter the schedule to the other fellow teachers. If they got the invitation in no time and they could not alter their schedule, the bilingual division took over the session.
5. In some occasion, the teachers were lack of motivation in joining the program. This was reflected on the observation data that there were only few attending the program. To solve the problem, the division provided attendance list every meeting and there were some rewards given to those who actively and regularly join the program. The data of the regularity and activeness of the teachers was also reported to the school's education director and the foundation's board. This way, the teachers realized that joining the program also affected their performance score.

## CONCLUSIONS AND SUGGESTIONS

The result of the study shows that there were three steps in conducting Tuesday Teachers Training, namely preparation stage, implementation stage, and evaluation stage. Implementation stage consisted of two main activities, namely teaching practice and game. There were five

problems and solutions related to the program. The Tuesday Teachers Training was held in a fun and less formal way. The teachers are fully aware of the benefits of joining the training.

They realized that they should develop their teaching professionalism and by joining the training weekly they continually develop their professionalism. The Continuing (Teacher) Professional Development (CPD) was acquired by watching their colleagues' micro-teaching performances, taking the newest method and strategy shared by their fellow teachers during the training, doing trial and error while it was their turn, doing the reflection, and getting the feedback before eventually perform it directly in the classroom activity. This cyclical process was repeatedly on and on and on. It eventually built the betterment of their professionalism as teachers.

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