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## Continuous Professional Development to Improve the Teachers' Competencies

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### ABSTRACT

This scientific idea aims at contributing insights to teachers on continuous professional development as an effort to improve their competencies. The continuous professional development carried out is in compliance with the need, in stages, and sustainably so as to improve professionalism. Its elements include self-developments, scientific publications, and innovative works. The scientific idea is focused on the second element, namely: scientific publications of the results of researches by teachers. The method employed to prepare the scientific idea was the descriptive qualitative one. Its data sources were informants and documents. The data were collected through observation and in-depth interview. The former was to observe the form of the teachers' continuous professional development, and the latter was to collect the pieces of information related to their insights of continuous professional development. They were systemically and structurally analyzed by using the descriptive qualitative model of analysis. The result of this scientific idea concludes that the teachers must be active in the continuous professional development particularly the second element, namely: scientific publications of the results of researches by the teachers in the form of scholarly papers. With the attempt, the teachers will be able to improve their competencies.

**Keywords:** Continuous professional development, scientific publications, scholarly papers

## 1 INTRODUCTION

Teacher is a professional educator whose main duties include educating, teaching and counseling, guiding, training, appraising, and evaluating learners through formal education. Teacher is a profession, and hence, a teacher is required to have academic qualification, competence, certificate of educator, good physical and mental condition, as well as ability to achieve national education goals, as set in Article 8 of Law Number 14 Year 2005 regarding Teacher and Lecturer. Academic qualifications of teachers are obtained from high education, either at bachelor or four-year diploma level. Teachers' competences include pedagogical, personal, social, and professional competences acquired from professional education. Certificate of educator is formal evidence serving as a declaration that a teacher is a professional worker.

In order to facilitate professional teachers in Indonesia, a number of policies concerning on teachers' professional development have been made, including 1) Law Number 20 year 2003 regarding National Education System;

2) Law Number 14 year 2005 regarding Teacher and Lecturer; 3) Government Regulation Number 74 year 2008 regarding Teacher. In addition, those aforementioned policies derive other policies, including: 1) Regulation of Minister of State Apparatus Empowerment and Bureaucratic Reform Number 16 year 2009 regarding Functional Positions and Credit Points of Teacher; 2) Regulation of Minister of National Education and Head of National Civil Service Agency Number 03/V/PB/2010 and Number 14 Year 2010 on Management Guidelines of Teachers' Functional Positions and Credit Points; 3) Regulation of Minister of National Education Number 35 Year 2010 on Technical Manual of Teachers' Functional Positions and Credit Points; and 4) Regulation of Minister of National Education Number 38 Year 2010 on Adjustment of Teachers' Functional Positions.

The policies have clearly regulated tasks, obligation, and position of teachers in Indonesia. One of teacher's obligations is to improve and develop academic qualifications and competences continuously in compliance with the development of science, technology, and art or that is so-called Continuous Professional Development (CPD). CPD is the development of teachers' competences that is carried out effectively, gradually and continuously to improve professionalism. Through CPD, teachers are expected to professionally maintain and improve their knowledge and skills in organizing qualified learning process. CPD is conducted in accordance with the need to achieve standard of competence and/or to improve competence so that teachers are able to provide professional education services. Accomplishment and improvement of competences through CPD will contribute to the improvement of teachers' professionalism and have implications on credit point acquisition for teachers' carrier development.

As set in Regulation of Minister of State Apparatus Empowerment and Bureaucratic Reform Number 16 Year 2009 regarding Teachers' Functional Position and Credit Points, CPD includes three elements:

1. Self-developments;
2. Scientific publications;
3. Innovative works.

Self-development is teachers' effort to improve their ability and skill through functional education and training and teachers' collective activities. These various self-development activities must be highly qualified and need to be coordinated and controlled by CPD coordinator at school systematically and directionally in accordance with the needs. Self-development activities have to be supported with authentic evidences or documents such as mandatory letter, certificate, and report describing the results of training or workshop officially approved by headmaster. Self-developments activities like teachers' collective activities have to be supported with authentic evidences such as written reference and report of activity with headmaster's approval. The results of self-development activities need to be disseminated to other teachers, particularly those teaching at the same school, to show their concerns and contributions in improving education quality. Hence, self-development is expected to accelerate the process of holistically school improvement and development, and teachers are appreciated with additional credit points according to their roles as resource persons.

Scientific publication is written scientific paper which has been brought into public as a teacher's contribution to the improvement of the quality of learning process at school and the development of education in general. Scientific publication covers three groups, including presentation in scientific forum, scientific publication in the form of research result or idea in formal education field, and publication of textbooks, books for reinforcement, and/or teacher's guidebook.

Innovative work is a work resulted from development, modification or invention as a teacher's contribution to the improvement of learning process quality and the development of education. Innovative work includes appropriate technology invention, invention/creation or development of artwork, creation/modification of learning/ visual/practical aids, or arrangement of standard, guidebook, test questions and others both at national and at provincial levels.

Active teachers are capable of accomplishing all three elements of CPD continuously, and therefore, teachers are always able to maintain and improve professionalism, not only to meet a demand of credit points. Hence, though teachers' credit points have met the requirement for structural and functional position preferment, they are still required to perform CPD. On the basis of preliminary research, a number of problems related to the implementation of CPD have been found. Furthermore, they are classified into two main problems, namely problems related to a teachers' lack of knowledge on CPD and problems related to teachers' unwillingness to conduct CPD though they have known about CPD.

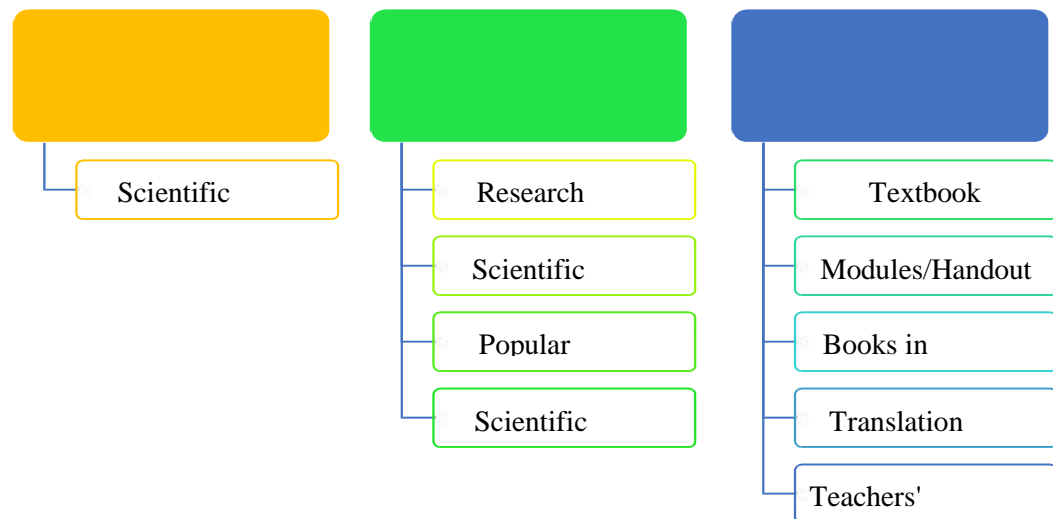
The first problem is a teachers' lack of knowledge on CPD activity. From the results of interviews with teachers in Economics Teachers Professional Development Forum, it is known that teachers do not receive adequate information on CPD. This is so for the lack of socialization by relevant institutions, in this case, the Department of Education and Ministry of Education. Geographical conditional and limitation of human resources in Indonesia become obstacles in CPD socialization. Geographical condition and shortage of human resources should be well overcome with the help of internet since educational policies, particularly information on CPD, can be widely accessed from many places in Indonesia, but unfortunately, some teachers do not take any initiatives to access information on CPD.

The second problem is teachers' unwillingness to conduct CPD though they have known about CPD. The results of interviews with teachers at both state and private senior high school and vocational high school in Surakarta, indicate that teachers' unwillingness to conduct CPD is attributable to their feeling of being burdened with many tasks, such as arranging lesson plans and performing various activities at school. Teachers face difficulties in managing time since CPD is a new program which demands teachers' willingness and special ability to accomplish CPD activity. In addition, teachers' reluctance to perform CPD is due to a long administration process to manage CPD, starting from Education Department at Regency/Municipality level, Education Department at Provincial level, Provincial Institute of Quality Assurance, and Ministry of Education and Culture. This long process causes teacher reluctant to do CPD and prefer to teaching and accomplishing additional tasks at school.

In reference to explanation on the aforementioned elements and obstacles of CPD, this scientific thought focuses on the second element of CPD, which is scientific publication particularly on the results of teachers' researches. This scientific thought aims at providing teachers with an insight on continuous professional development as an effort to improve teachers' competences.

## 2 MATERIALS AND METHODS

Guidance and Development of Teachers' Profession set in Book 4 arranged by the Ministry of Education and Culture explains the second element of CPD, that is scientific publication comprising three activities which will produce various scientific papers. The figure below presents three activities on scientific publication along with the products.



The figure shows 10 outputs of scientific publications that may serve as alternatives for teachers in developing their profession. Up to now, teachers have an understanding that the second element of CPD, scientific publication, results merely on one single output, which is report on the result of classroom action research (CAR), in spite of the fact that there are 10 outputs produced. This scientific thought limits its focus on the outputs resulted from teachers' research results. Teachers' research results are reports of research results in the forms of scientific papers written by teachers in certain education field on the learning activities that have been carried out. The reports can be reports on classroom action research.

Classroom action research or that is so-called CAR is one of reflective action performed by providing certain actions in order to improve learning activities in classroom professionally. O'Connor, Greene, and Anderson (2006: 2) explain "Action research allows teachers to take ownership over their teaching and occurs

when teacher researchers contemplate a classroom or instructional issue, design a study, execute the study, track data and results, and reflect.” This story emphasizes that CAR provides opportunity to teachers to study about existing problems in their classes by designing actions, collecting data, and conducting reflection.

In order to produce high-quality CAR reports which are approved as CPD, teachers are required to have good insight on CAR. The followings are the concepts of CAR composed from various modified sources:

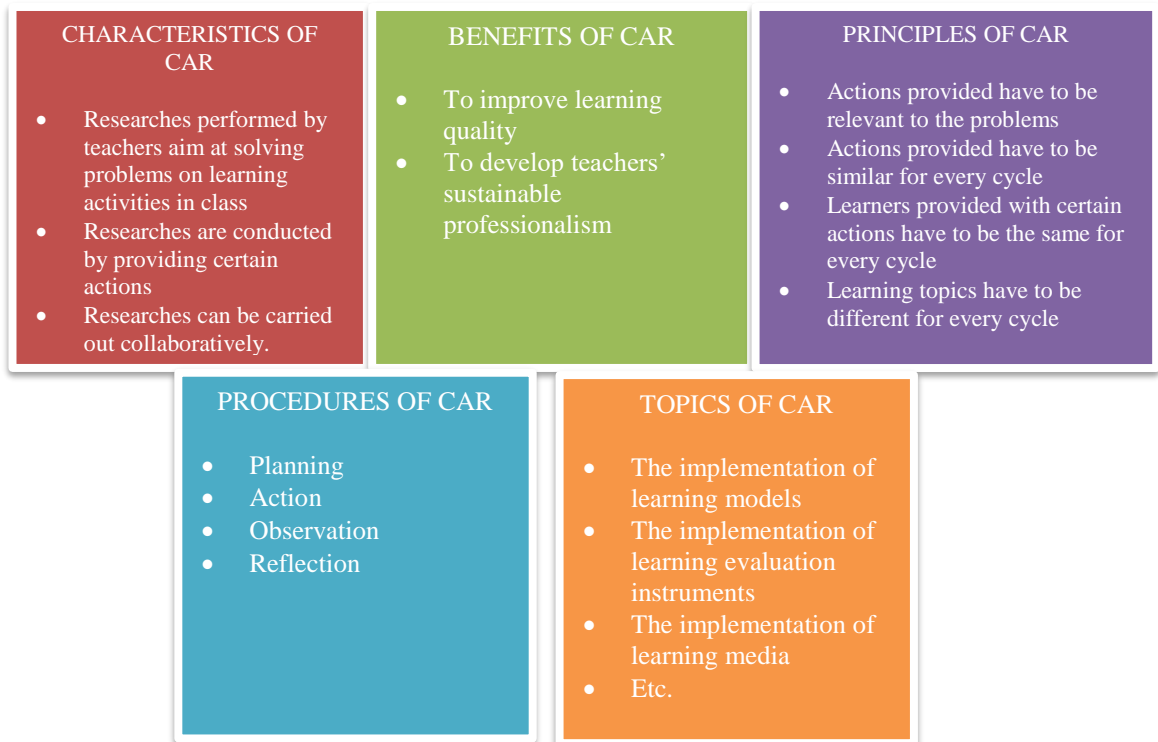


Figure 2: The Concepts of Classroom Action Research

Teachers consider CAR difficult for they do not have adequate knowledge and understanding related to the concepts of CAR. A short explanation in Figure 2 is expected to help teachers compose CAR to fulfill the implementation of the second element of CPD. After finding out and understanding the concepts of CAR, teachers should master the organization of reports in order to write reports on the results of CAR. The followings are the orders of CAR reports on the basis of Book 4 provided by the Ministry of Education and Culture:



Figure 3. The Organization of Classroom Action Research

The Organization of CAR displayed in Figure 3 is expected to help teachers compose reports on CAR. A complete guide for each organization of CAR reports will be explained in discussion.

Descriptive qualitative method was applied in this study. The data sources were informants and documents. Data were later collected using observation and interview. Observation is used to observe the implementation of teachers' continuous professional development and interview is applied to obtain information related to teachers' knowledge on continuous professional development. Data were analyzed using systematic and structured descriptive-qualitative analysis.

### 3 RESULTS

On the basis of the results of interview and observation towards teachers at both state and private senior high school and vocational high school in Surakarta, it was found that teachers had inadequate knowledge on CPD. They did not have any information on CPD and elements of CPD. On their understanding, in order to precede the promotion of their functional position, teachers should perform CPD and the output of CPD was CAR arrangement.

### 4 DISCUSSIONS

Based on the results of scientific thought indicating that teachers have limited knowledge on CPD, and even they misunderstand perceptions on CPD activities, this discussion centers on brief explanation about teachers' guide to bring the second element of CPD, which is scientific publication in the form of report on the result of CAR, into reality.

## A BRIEF GUIDE FOR CLASSROOM ACTION RESEARCH ARRANGEMENT

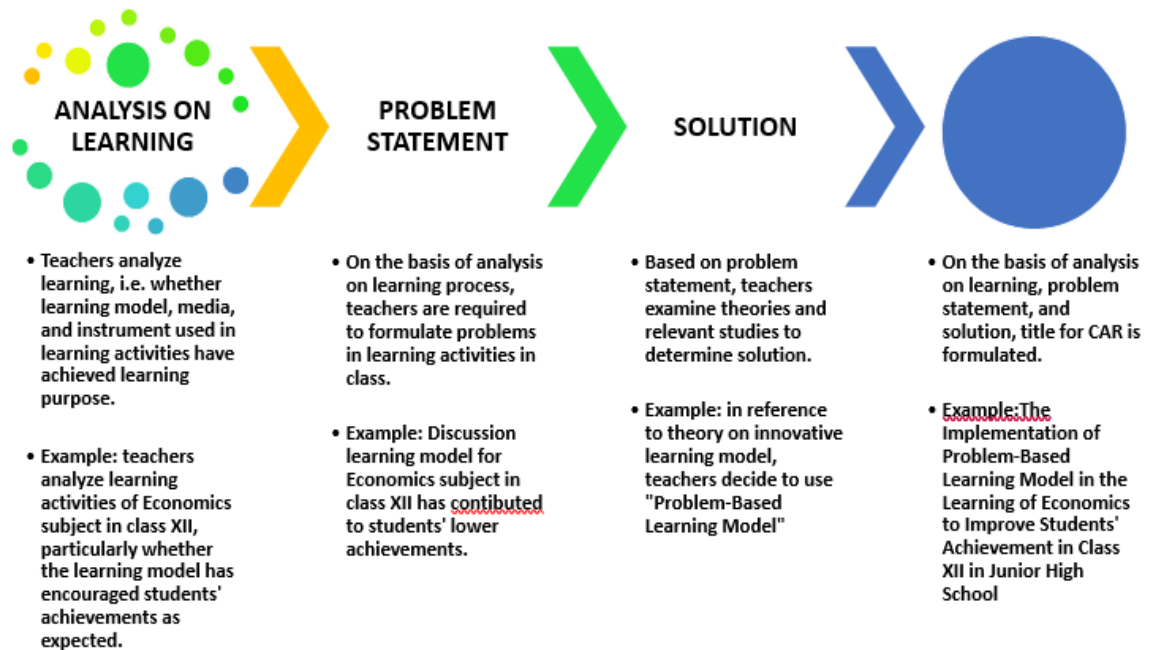


Figure 4: Brief Guide for Classroom Action Research Arrangement

In reference to the guide, teachers are expected to obtain better knowledge to formulate title for CAR and design framework to break down ideas in every chapter of CAR reports. Analyses on learning process and problem statement will facilitate teachers in serving required actual data in chapter 1 (Introduction). Further, solutions can be beneficial for teachers to provide theoretical review in chapter 2 (Literature Review). Chapter 3 (Method of Research) provides explanation on identity of learning technique performed by teachers including place and time (setting), the implementation of action, subject and object of action, as well as data collecting instrument and data analysis. The data collecting instruments for CAR should be fitted to the provided actions and the expected learning results. For example, the use of data collecting instruments for CAR to improve students' achievements will be different with CAR to improve students' independency. In order to measure the improvement of students' achievements, tests are commonly used as instruments, while to measure the improvements of students' independency for learning, observational sheets are commonly used.

Teachers who have finished their reports on the results of CAR are required to publish the reports in scientific journals and report them to related institutions or agencies to obtain credit points. Thus, teachers have accomplished the second element of CPD activity, which is publication of research results with the output of CAR reports.

## 5 CONCLUSION

This scientific thought concludes that teachers must actively develop continuous professionalism, which particularly focuses on the second element, which is scientific publication, based on the reports of research results. By accomplishing CPD, teachers have an opportunity to explore their ability to seek for and formulate learning problems, find out solution and implement required actions, as well as report the results in the form of scientific paper, which finally will improve their pedagogical competence and professionalism.

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