Jurnal Master Administrasi Pendidikan
Volume 1 Number 1, June 2024 E-ISSN : XXXX - XXXX

IMPLEMENTATION OF CONTINUING PROFESSIONAL DEVELOPMENT PROGRAM (CPD) (Case Study of Teachers at SDIT Teladan Kota Agung Tanggamus Regency)

Heni Susilo
Member of the Regional People's Representative Council of Lampung Province
henisusilo5@gmail.com

ABSTRACT

Implementation of continuing professional development program, often known by the abbreviation PKB, is one way for teachers to improve their profession and teacher performance in the world of education. PKB itself has at least three (3) main elements that must be carried out, including: self-development, scientific publications and innovative work. With the existence of CPD, it is hoped that teachers can improve their profession and performance in accordance with teachers' duties as a professional job. This research aims to find and describe the implementation of self-development, scientific publications and innovative work of teachers within the Teladan Kota Agung Tanggamus foundation. This type of research is descriptive qualitative with a case study approach method with a multi-case design, where the data collection methods used are interviews, observation and documentation. The results of this research are the implementation of CPD for teachers under the auspices of the Telaga Alam Madani (Teladan) foundation, Kota Agung, Tanggamus regency, namely: first: self-development of a teacher in the form of training, learning guidance, workshops, MGMP, seminars, webinars. Second: Scientific publication in the form of classroom action research (PTK) as a follow-up to teacher learning reflections in class and also the creation of learning modules. Third: the teacher's innovative work in the form of creating ICT-based teaching media in order to provide quality learning to students.

Keywords: Continuing Professional Development, Scientific Publications, Innovative Work

INTRODUCTION

This study is motivated by the important role of the need for continuing development of professional teachers in efforts to improve the quality of teachers in schools who have the ability to produce education graduates as human resources who are able to compete competitively in the job market who are not only knowledgeable, but are able to compete and be competitive high in accordance with the demands of the times as a form of investment in the growth of productivity and civilization (enobling) of a nation. Moreover, in the 21_{st} century, which marks the era of industrial revolution 4.0, demands changes and adjustments not only in thought patterns but also people's lifestyles as a consequence of changes that are always occurring. These demands are also faced in the world of education.

Currently, our world of education has experienced a process of rapid disruption in order to respond to various changes that occur continuously, thus

requiring the need to improve the national education system, including continuously updating teachers' knowledge and skills in order to create an educational society that is able to compete and adapt. With the changing world, one of the important elements in education is the teacher.

Professional teachers are not created suddenly, but must go through various processes, self-development and experience. Programs that are directly related and relevant to the needs and interests of teachers in improving the quality of education must be realized so that all stakeholders and the education user community have high optimism that Indonesian education in the future will be better. Education in Indonesia must be one step further and it all depends on how the person responsible for education manages teachers as the key to educational success (Maunah, 2015, p. 264).

Zapeda states that "professionalism development is learning and studying, as learning, professionalism development provides very meaningful benefits for teachers" (Zapeda, 2012, p. 276). According to Carver and Feiman-Nemser, professionalism development provides benefits of increasing and strengthening skills, duties, and teachers' careers in facing the changes that occur (Carver, C. L., & Feiman-Nemser, 2018, p. 295).

Teacher professionalization development is carried out based on the needs of institutions, teacher groups and individual teachers themselves. This is in line with Danim's opinion that "teacher development is intended to stimulate, maintain and improve the quality of staff in solving organizational problems" (Saud, 2009, p. 56). Implementing continuing professional development program (CPD) in carrying out your profession as a teacher, in essence is pursuing your own career path.

Continuing professional development (CPD) is aimed at narrowing the gap between the knowledge, skills, social competence and personality they have and the demands of their profession. Through awareness of meeting professional competency standards and efforts to renew and improve professional competency during the period of working as a teacher, continuing professional development (CPD) is carried out with a holistic commitment to the structure of personal skills and competencies or an important part of professional competency, as stated by Lefstein & Peraththat "Teachers are the end - They are mainly the objects of reform, not their participants", in this case it is a commitment to become professionals by meeting professional competency standards, always updating, and continuously developing (Perath, 2014, p. 33).

Continuing professional development (CPD) is the key to optimizing career development opportunities both now and in the future, this is because it is related to credit figures which are one of the mandatory requirements for promotion to grade/class rank, even more urgent now with the issuance of PAN RB Ministerial Decree Number 16 of 2009 (Culture, 2019, p. 19) and PMA Number 38 of 2018 (PMA No. 38, 2018, p. 6). For this reason, continuing professional development (CPD) must encourage and support changes, especially in the practices of developing professionalism and teacher careers, especially for school teachers.

Starting from the thoughts and phenomena above, it is very interesting for researchers to study and obtain clarity regarding the implementation of continuing professional development (CPD) programs for school teachers. This is related to the continuing

professional development (CPD) program for teachers at SDIT Teladan Kota Agung Tanggamus which has not been implemented effectively. To get a glimpse of the sustainable professional development program for teachers at SDIT Teladan Kota Agung Tanggamus regency, researchers conducted a pre-survey which was carried out on June 5 2023 with the head of the foundation, the following information was obtained.

1. Teachers who are considered to have developed themselves are still below 10%.
2. Teachers who have conducted scientific publications are less than 5%, and
3. Only 4% of teachers have created innovative work.

Based on this information, researchers are very interested in conducting in-depth research to find out the implementation of the CPD program development carried out by SDIT Teladan Kota Agung teachers in Tanggamus regency.

The continuing professional development program (CPD) according to PermenPan RB Number 16 of 2009 and PMA Number 38 of 2018 includes self-development, scientific publications and innovative work. The important thing in implementing continuing professional development (CPD) is that it is carried out according to needs in a gradual and sustainable manner to improve teacher professionalism, by involving teacher participation, this is what will be studied in this research (PMA Number 38, 2018, p. 5).

According to Book 4 of the Guidelines for Continuing Professional Development (CPD) Activities and Credit Scores, Ministry of National Education and PMA Number 38 of 2018, there are three types of activities in Continuing Professional Development (CPD) for teachers, namely: self-development, scientific publications and innovative work.

METHOD

This research is a study that explores, reveals and finds information about the implementation of continuing professional development program (CPD) for teachers at SDIT Teladan Kota Agung, so to explain this in this research we use field research. Field research is research carried out directly at the research location (Subagyo, 1991, p. 109).

Overall, the method used in this research is a qualitative method or qualitative research. Qualitative research method is a research and understanding process based on a methodology that investigates a social phenomenon and human problem, the researcher creates a complex picture, examines words, detailed reports from the respondent's views, and conducts studies in natural situations (Iskandar, 2009, p. 11).

Qualitative research method because this research can look at problems that are holistic, complex, dynamic and full of meaning so that it is more possible to obtain data on the implications of learning management innovation situations. Apart from that, researchers aim to understand the situation in depth, find patterns, hypotheses and theories.

Qualitative research is carried out in natural conditions and is discovery in nature. In qualitative research, the researcher is the key instrument as stated by Bogdan and Biklen that natinquiry is oriented towards natural and fundamental phenomena that occur in the research subject (Biklen, 2012, p. 2). The use of this method is based on three considerations, namely:

1. There is a match between research operational needs and problem analysis,

2. Suitability between the nature of the research method and the subject being studied,
3. There is a flexible conceptual framework, therefore researchers must have broad theoretical and insightful knowledge so they can ask questions, analyze and construct the object under study more clearly. This research places more emphasis on meaning and values.

The application of qualitative methods (qualitative research) in this research: first, starting from the ability to give a clear meaning to the phenomenon under study to obtain conformity between the phenomenon under study and the empirical concept, namely the process of implementing Continuing Professional Development program (CPD) for teachers at SDIT Teladan Kota Agung Tanggamus Regency which is viewed from the perspective of Islamic education management studies as part of Islamic social and religious sciences. Second, in terms of character, this method is in accordance with the character of the research object which includes intensive exploration to dig up information in depth to facilitate understanding and discussion of various different aspects behind the research problem, direct communication with data sources to obtain accurate information, and avoid "misunderstandings" in understanding the aspects involved in research, as well as flexible frameworks and conceptual frameworks that act as theoretical guides for the inquiry process in the field.

The data sources for this research are all SDIT Teladan teachers, documents, photographs and other objects that can be used as complements or supporting primary data. Data collection techniques are observation, interviews and documentation. Data analysis uses descriptive quantitative analysis by describing the data, through analyzing the data, arranging it, dividing it into units that can be managed by synthesizing, looking for patterns, finding what is meaningful and the things studied are reported systematically.

RESULTS AND DISCUSSION

Based on the results of research conducted by researchers through observation, interviews and documentation related to the implementation of Continuing Professional Development (CPD) program for Teachers at SDIT Teladan Kota Agung, researchers obtained data in the form of:

1. **Self Development Programs**

   Related to teacher development are a priority and are stated in the school work plan document (RKS) as well as the annual work plan/school budget work plan (RKT/RKAS). As stated by Sri Gustiningsih, S.Pd (Principal of SDIT Teladan Kota Agung) as follows:

   "The teacher professionalism development program in schools is because the educational factor is urgent and is a determining factor in the success of education at SDIT Teladan Kota Agung. Every year, teacher-related programs are held by schools and included in routine planning in the annual work plan, whether funded by DIPA or non-DIPA or from committees. Usually begins with reviewing the vision and mission and organizational structure by the team" (K. S. S. T. K. Agung, n.d.2024).

   The RKS document which is then described in the RKT is prepared after going through a review by the quality assurance team (TPM). Quality Assurance Team consisting of 4 (four) deputy Heads, KTU,

treasurer elements, and other elements formed through the Principal's Decree. Planning related to teacher professional development programs is an inseparable part of general planning.

Teacher self-development activities to improve pedagogical competence and professional competence where the activities are in the form of workshops, attending seminars, or training. Through this activity, it is aimed at increasing understanding of the insight or foundation of education, understanding of students, understanding of the curriculum, learning design, implementation of educational and dialogical learning, use of learning technology and learning evaluation.

Based on the results of interviews, documentation and observations of several teachers, it was concluded that the element of self-development in Continuing Professional Development (CPD) program for teachers at SDIT Teladan Kota Agung Lampung is the implementation of collective activities which include training, workshops, MGMP and seminars, which are carried out both internally and externally. Out of school through planning analysis based on self-evaluation and SKP.

2. Scientific Publications

The awareness and initiation of SDIT Teladan Kota Agung teachers in the field of scientific publications as a whole still needs to be improved. However, self-awareness as well as regulatory demands, especially for PNS/ASN teachers, mean that the need to write and publish work is increasing at the moment, but it is not yet significant and still needs to be improved. Sri Gustiningsih, S.Pd. and M. Jaeni explained:

"Judging from the teacher's activeness in scientific publications and developing teaching materials, it does exist, but it is still not very significant, just reading or understanding the material to be taught to students and references to learning methods" (K. S. S. T. K. Agung, n.d.2024).

The demand for writing skills among teachers is very important to improve the quality of education and develop their profession. Ideally a teacher must have a high curiosity, constantly improve his teaching practices, and share good practices, by writing down his experiences in scientific papers. Opriatun Ning Umri, S.Pd explained: "I have carried out several studies, so I conducted Classroom Action Research, then I gave a seminar at the school level. By inviting several teacher representatives from several schools and nearby schools, then I submitted it and thank God it was accepted for assessment. Apart from that, I have written once articles on teacher group activities nationally, because the group and its members cross regions, also in the campus journal STAIN, called An Nabighoh and thank God it has been published" (T. P. S. T. K. Agung, n.d.2024).

3. Innovative Work

Based on the results of the interview, it can be seen that innovative work activities at SDIT Teladan Kota Agung, innovative work activities which are a form of activity in Continuing Professional Development (CPD) have not run optimally, because teachers have not participated in every series of innovative work, innovative work activities are limited to making learning media simple in class. The media was created together with

students during the Afifa Hasna Dewi process as follows.

"If you make it, that's fine, it's as simple as doing it in class from colored cardboard, making it together with the students. "As for modifying existing tools/media, yes, not yet, because we have limited experience in that matter, especially myself at this age, of course my creativity is already reduced, unlike those who are still young" (T. P. S. T. K. Agung, n.d.2024).

Teachers at SDIT Teladan Kota Agung, apart from creating media through simple visual objects that can be created together with students, teachers also create media in the form of PPTs and search for learning videos from the internet.

CONCLUSION

Based on research conducted by researchers regarding Continuing Professional Development (CPD) at SDIT Teladan Kota Agung, it can be concluded:

1. **Forms of Teacher CPD Programs**
   a. Self-development
      Self-development activities at SDIT Teladan Kota Agung consist of developing functional training and collective teacher activities.
   b. Scientific Publications
      Scientific publications within SDIT Teladan Kota Agung also said they were quite successful, such as producing scientific works.
   c. Innovative Work
      Innovative work was carried out even though not all teachers at SDIT Teladan Kota Agung produced innovative work. Some of the innovative work of teachers at SDIT Teladan Kota Agung is in the form of developing painting/drawing works of art, creating learning media, and preparing district level questions.
2. **Obstacles to PKB**
   The way to overcome the obstacles faced by teachers is by holding collective teacher activities and training as a forum for teacher learning.

REFERENCES

Agung, K. S. S. T. K. (n.d.). *Wawancara*.

Agung, T. P. S. T. K. (n.d.). *Wawancara*.

Biklen, R. C. B. dan S. K. (2012). *Qualitative Reseach for Education: An Introduction to Theory and Methods.* 2.

Carver, C. L., & Feiman-Nemser, S. (2018). *Using Policy to Improve Teacher Induction: Critical Elements and Missing Pieces*. Teacher Induction, Vol. 2 No. (Educational policy), 295.

Iskandar. (2009). *Metodologi Penelitian Kualitatif*. Gaung Persada.

Kebudayaan, K. P. dan. (2019). *Buku 1 Pedoman Pengelolaan Pengembangan Keprofesian Berkelanjutan.* BPSDM Kemendikbud.

Maunah, B. (2015). Lembaga Pendidikan Islam di Indonesia. *Kajian Deskripsi-Analitik Model Lembaga Pendidikan Islam*, Vol. 24 No (Empirismo), 264.

Perath, A. L. & H. (2014). *Empowering Teacher Voice in an Education Policy Discussion: Paradoxes of Representation*. Elsevier: Teaching and Teacher Education., Vol. 38 No. 33.

PMA No. 38. (2018). Peraturan Menteri Agama RI Nomor 38 Tahun 2018. *Peraturan Menteri Agama Nomor 38 Tahun 2018 Tentang Pengembangan Keprofesian Berkelanjutan Guru.*, Bab 1 Kete (Pengembangan Keprofesian Guru), 6.

Saud, U. S. (2009). *Pengembangan Profesi Guru*. Alfabeta.

Subagyo, P. J. (1991). *Metodologi Penelitian; Teori dan Praktek*. In Metodologi Penelitian. Rineka Cipta.

Zapeda, S. J. (2012). *Professional Development: What works*. New York: Eye on Education., 276.