

# The effectiveness of continuous professional development (CPD) for teacher

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**ABSTRACT:** The main problem in this research is how: (a) the effectiveness of CPD (Continuous Professional Development) planning? (b) The effectiveness of CPD was actuating? and (c) the effectiveness of CPD controlling? This study used a qualitative approach to the types of descriptive in three districts namely Demak, Batang, and Purbalingga; all are in Indonesia. Data collected by interviews and documentation. Research result showed that the CPD implementation in three districts had been efficiently running. It evidenced from satisfying three indicators as follows: (a) there were regulations governing CPD implementation, (b) there were details of the CPD programs and activities, and (c) the actuating of CPD regulation with programs and activities. The planning started in district strategic planning and strategic planning of district education office. The actuating and controlling stated in regent rule and standard of operating procedure. The CPD implementation in the three districts was in four forms. First, structured training activities, workshops, seminars, colloquia, etc. Second, mentoring to each teacher or headmaster conducted by facilitators. Third, events at learning community such as KKG (Teacher Working Group) or MGMP (Subject teachers' Association), or independent activities. Fourth, induction program or internship of beginners teacher to senior teachers.

## 1 INTRODUCTION

Teachers are professional educators as stated in Law No. 14 the Year 2005 on Teachers and Lecturers and Government Regulation Number 74 the Year 2008 on Teachers. Two of the main tasks of the teacher is to educate and teach.

Chang (2010) cites Hattie, stated that there are five determinants of student learning outcomes: student characteristics (49%), teachers (30%), school environment, family environment, and peers each having 7 % of influence. It means that outside the students' character, teachers have the most significant impact on the success of students. It is a must if the teacher has to be professional.

In reality, the professionalism of teachers in Indonesia is still low. According to Minister of Education and Culture, the average score of teacher competency test (Uji Kompetensi Guru-UKG) in 2012 was only 44.50 from the expected value of 70 (Baswedan 2014). The results of UKG in 2015 was 53.04 (Director General GTK 2015). The teacher's competency test applied to teachers who have certified educators, who are considered professionals.

Continuous Professional Development (CPD) as the guidance of teacher development contained in Law No. 14 the Year 2005 on Teachers and Lectur-

ers that teachers should nurture and developed. Article 32 explains that the development of teachers includes guidance of career and professional development. Regulation of the Minister of Administrative and Bureaucracy Reform Number 16 the Year 2009 on Teacher Functional Position and Credit Score, stated that CPD is the development of teacher competence which is carried out by the needs, gradually, continuously to improve the professionalism.

In 2011 on the handbook, CPD management described that CPD was a continuous form of learning for teachers to bring about the desired changes related to student success. Through CPD teachers can maintain, enhance and expand their knowledge and skills and build the personal qualities needed in their professional lives.

Theoretically, Seyfarth (2002) says that CPD was an opportunity given to teachers, other professionals, and support personnel to gain new knowledge and attitudes, which will lead to behavioral change, thus improving student achievement.

In Indonesia, the efforts of CPD for teacher became stronger in the era of Joko Widodo's administration, as stated in Presidential Decree No. RI. 2 the Year 2015 on National Medium Development Plan (Rencana Pembangunan Jangka Menengah Na-

sional or RPJMN) 2015-2019. In Book II of the Development Agenda for fields, especially the direction of policy and development strategy in the area of education. One of them is improving the professionalism, quality, and accountability of teachers and education personnel. The implementation of continuous professional development for teachers in the office through regular and even exercises, and strengthening the professional community of learning as *Kelompok Kerja Guru* (KKG) or Teacher Working Group for primary schools a *Musyawarah Guru Mata Pelajaran* (MGMP) or Subject teachers' Association for junior secondary schools.

CPD has been introduced by MOEC through the Director General of PMPTK since 2011. But in reality, many district or city governments have not implemented it yet. Several previous studies have shown that the implementation of CPD has not worked effectively. For example, in Demak and Pemalang Regencies (Nurkolis & Yuliejantiningasih 2015), in Batang Regency (Nurkolis & Yuliejantiningasih 2015), in Kudus Regency (Yuliejantiningasih & Nurkolis 2016).

The question is, is the implementation of CPD already useful? To answer the question, the main problem of this research is "how is the effectiveness of CPD implementation at the district level?" The problem is broken down into (a) how is the effectiveness of CPD planning in the district? (b) how is the effectiveness of CPD implementation in the region?, and (c) how is the effectiveness of CPD follow-up in the district?

## 2 METHOD

This research used the qualitative approach with descriptive research type in 3 regencies, Demak, Batang, and Purbalingga regency; all are in Indonesia. The research period was six months, starting from April to September 2016. The interview respondents in this research are the Head of Education and Education Personnel or the staff of the Education Service Unit of the respective districts. Data collection techniques also supplemented with documentation on Local Medium Term Development Plan (Rencana Pembangunan Jangka Menengah Daerah or RPJMD), District Head Regulation, Head of Education Office Decision, and the Activities List of District Education Office. The steps of qualitative analysis are as follows: a) data collection, b) the results of interviews and rendered documents written into memos, c) the findings categorized to find interrelationships, and d) conclude. Measuring the effectiveness of CPD implementation; the following indicators used: 1) the existence of details CPD

programs and activities; 2) the presence of regulations regulating the application of CPD, and 3) the implementation of rules on CPD.

## 3 RESULTS AND DISCUSSIONS

### 3.1 Results

**Effectiveness of CPD Planning at District.** CPD planning for teachers starts from the RPJMD of each district. The RPJMD of Demak Regency Year 2011-2016 faces problems related to the professionalism of teachers as follows. First, education qualification of elementary school teachers who are not equivalent to S1/D4 is still 83%. Second, teacher education qualification of kindergarten unequal to S1/D4 is 94%. Third, and 28% of teachers of senior high schools at Demak Regency have not qualified S1/D4.

The problem of professionalism of educators does not appear explicitly in the RPJMD Batang Regency Year 2012-2017. However, in the RPMJD, one of the objectives was to improve the implementation of quality education with excellent service standards. Meanwhile, one of the targets was the presence of teachers who meet the qualifications S1/DIV on early childhood, elementary, junior high, and high school/vocational school. One of the directions of development policy in Batang Regency was improving the quality of competence and welfare of educators. So one of the programs was the quality improvement program for educators.

In Purbalingga Regency was not explicitly stated problems of the teachers' professionalism in RPJMD Year 2010-2015. Educators' professionalism was not a priority of development. Even the target performance of education development there was nothing associated with educator professionalism. The performance goals always related to student output and outcomes such as increased literacy rates, increased average school length, increased school enrollment rates, and more.

Planning for improving educators' professionalism is stated in the District Education Strategic Plan (namely, Renstra) of each district. Strategic Issues in Strategic Planning of District Education Office of Demak Regency 2011-2016, for example, were written as follow. First, some educators have not fulfilled educational qualification standard SI/D4. Second, some educators have not certified educator. Third, limited activity and media educator for development of their professionalism."

Based on these strategic issues, one of the goals of District Education Office of Demak Regency was to improve the competence of educators and education personnel at the kindergarten, elementary, jun-

ior high, high school and vocational high schools. Strategies to achieve these objectives were: (a) to subsidize and assistance for the improvement of educational qualifications to Diploma Level 4/Strata 1, (b), to encourage teachers who have not qualified for D4/S1 education to continue studying D4/S1 at an independent cost; and (c) conducting performance appraisals to the school. The strategy followed by the appropriate policy.

Two of the strategic issues of the Batang District Education Office were: (a) there were still many kindergarten educators who have not qualified S1/D4, and (b) there was still unqualified elementary and junior secondary teachers on S1/D4. So one of the strategic objectives in the Strategic Planning was the realization of an increase in the quality of educators and education personnel. Its strategic goals were to improve the quality of educators and education personnel, to improve the welfare of educators and education personnel, and to increase the quality of educators and education personnel.

Specific policies to achieve the goals of educators and professional staff were: provision of support to educators from kindergarten to senior high schools, and provision of tangible support to community education tuition, qualifications and education standards to improve their competence and welfare.

The problem of professionalism of educators in Purbalingga Regency stated in Strategic Planning of District Education Office Year 2011-2015. The strategic issues were: (a) there were still many undergraduate teachers, and (b) the high number of uncertified teachers in elementary, junior and senior high schools. So its strategic goal was to encourage the increasing quality of educators. The strategic targets were: (a) support teacher qualification to S1 formal educators through the assistance of the governor, (b) selection of teachers, principals, supervisors and tutors pursuing achievement packets, (c) facilitation of teacher certification in positions, credit score for teachers. But in Strategic Planning there were no specific strategies and policies to improve the quality of educators and education personnel.

**CPD Implementation Implementation in Regency.** Implementation of the CPD in the three districts that become samples in Central Java Province has had a sound legal basis that was Regulations Regent about CPD. In the Regent's Regulation on CPD in Demak Regency, it stipulated that before the development of a profession in continuation, it preceded by teacher performance appraisal. Continued professional growth includes three things: self-development activities, scientific publications, and innovative works. Also arranged procedures for the implementation of CPD. The education unit carries

out the planning needs of continuous coaching and teacher development for teachers based on teacher self-evaluation and teacher performance appraisal.

The head of the apparatus establishes the implementation of coaching and continuous professional development for teachers based on the proposals from the educational unit. Article 17 The regency of Demak Regency No. 53 of 2015 regulates the source of costs for the continuous professional development of educators and education personnel, namely local government, schools, foundations, teachers themselves, and other legitimate sources. In fact, paragraph (4) specifies specifically that for teachers receiving educational profession allowance; they must independently fund a continuous professional development activity for themselves at least 4% of accepted educator professions. In Batang Regency, it set at a minimum of 5%. Meanwhile, in Purbalingga Regency, there was no percentage of teachers who have received certification allowance but still mention the word "mandatory."

Regulation of Batang Head of Regency Number 64 the Year 2015 also described CPD model as follows. First, continuous professional development based on the working group. Second, improvement of a sustainable professional development system that can be implemented independently and due to the assignment. Third, system development incentives and promotions or career enhancements based on increased competence and performance.

In Batang and Purbalingga Regencies there was another model of the induction program. It explained that teachers of civil servant candidates to become public servant teachers are required to participate in an induction program, pre-service education, and training. In Batang and Purbalingga Regency, the implementation of CPD regulated by its institutions, which include: (a) educational unit, (b) working group, and (3) work deliberation. It added that CPD institutional was implemented in schools, school networks, and other expertise.

Particularly in Purbalingga Regency has standard operating procedures (SOP) related to scientific meetings within the framework of CPD. Inside the SOP was set mechanism of scientific meetings starting from the preparation of proposals, the implementation of scientific meetings, and the preparation of reports.

Implementation of CPD can be seen clearly from the programs and activities that were organized and implemented in the Year 2015-2016. For example, in Purbalingga Regency 2015-2016 there were at least 35 CPD activities with a total fund of more than Rp1 billion. The events also vary, ranging from teaching and learning, school management, school

administration with participants ranging from supervisors, principals, teachers and administrative personnel. Meanwhile, the implementation of CPD in Batang Regency with activities there were at least 12 activities with no less than Rp170 million. Similarly in Demak Regency, in 2016 there were at least 6 activities with funds reaching almost Rp100 million. Some materials are the same as in Purbalingga Regency; there are also added such as school financial training and reading book used for elementary schools.

**The effective of CPD Follow-up in District.** Regent Regulation of Demak No. 53 of 2015 on CPD has set up follow-up of monitoring and evaluation. Article 16 states that the Office of Education monitors and evaluates CPD activities conducted by educational units, KKG and MGMP to ensure effective, efficient, objective, fair and accountable activities. The same also stipulated in Article 21 of Regent Regulation of Batang No. 64 the Year 2015.

SOP on scientific meetings in Purbalingga Regency in the framework of CPD specifically regulated control and supervision of scientific meetings. In the case of control, the responsible person of the activity was obliged to prepare the proposal and make a report at least two weeks after the completion of the action. Regarding supervision, to realize the implementation of scientific meetings that were transparent and accountable, internal and external traits were required.

### 3.2 Discussions

The continuous professional development of teachers and education personnel in the three districts that modeled this research has applied two of the four strategies introduced by Buss and Bell (2002: 108). They are, first, familiarize teachers with the latest research results and familiarize teachers to do research. Second, become a professional learning community. Two other strategies introduced by Buss and Bell above have established by the Central Government: (a) setting teacher professional national standards, and (c) performance management and performance-based pay. The government has determined that teachers in Indonesia should be professionals as evidenced by the average UKG results must be 80. The government has also established that professional teachers will receive a professional allowance of one month's basic salary.

In preparing district, mid-term planning such as RPJMD already based on real problems faced. Suppose to bring up goals, targets, programs, and activities related to the professionalism of teachers and educational personnel, should be based on professional issues.

The lack of clarity with the professionalism of teachers and education personnel in Batang and Purbalingga Regency will result in a lack of transparency of objectives, targets, strategies, and policies to increase the professionalism of teachers and education personnel. It evident in the Strategic Planning of District Education Office of Purbalingga which lacks general approach and plans to improve the professionalism of teachers and education personnel.

In the context of strategic management using the model of Hunger & Wheelen (2001) was always integrated between planning, implementation, and control. Because it is a unity, the implementation of CPD for teachers should be three things are still consistent. The plan starts from the problem; the application is to solve the problem, to obtain the expected results until the follow-up.

Based on the opinion of Danim (2011) that only about 5% of teachers who embrace professionally in institutional development once in 20 years, if the opportunity given equally. To observe the condition, it is not appropriate that the source of CPD financing depends only on the central government. Provincial, district, municipal, school, teacher, and other education-concerned parties are being encouraged to participate in developing teacher professionalism.

The effectiveness of CPD implementation in the three districts that became the sample of this study as seen from the linkage between planning, implementation, and control of CPD program. When plan (either in RPJMD and sStrategic Planning) has been programmed to increase the professionalism of teachers and education personnel, then in the implementation will lead to the development of professionalism of educators. Seen on the policy issued by the District Head and decision of the head of the education office on standard operating procedures for the implementation of CPD. Once planned and implemented, the education office must oversee and control it.

## 4 CONCLUSIONS

Implementation of CPD in 3 districts model has efficiently run. It is evident from the fulfillment of the following three indicators. First, there are regulations on the implementation of the CPD both on Local Regulation (Peraturan Daerah or Perda) and Regent Regulation (Peraturan Bupati or Perbub). Second, there are details of program and activities of CPD. Third, the implementation of the regulation on CPD with the implementation of programs and activities.

The CPD planning should base on the problem of the low level of professionalism of teachers. This condition should pour into educational issues since the RPJMD and Strategic Planning of Education District as in the RPJMD Demak Regency and Strategic Planning of District Education Office. In Batang Regency in preparing RPJMD related to the professionalism of educators has not been based on real problems faced. But in Strategic Planning of District Education Office has mentioned the strategic issues associated with the low professed educators.

Demak, Batang and Purbalingga districts were districts model that has clear rules CPD for teachers. The regulations related to CPD planning contained in the RPJMD and Strategic Planning of the District Education Office. The related standards of implementation included in the Perbub and SOP issued by the Head of the District Education Office. These rules have the legal power to regulate the application of CPD.

Implementation of CPD in the three districts of this model can implement in four forms. First, well-structured activities in the form of training, workshops, seminars, colloquia, etc. Second, mentoring to each teacher or principal conducted by the facilitator. Third, through a learner community such as an activity at the KKG or MGMP, and self-employment activities did by each teacher. Fourth, induction or apprentices program by novice teachers to senior teachers.

The three districts modeled in this study have defined the teacher's CPD procedures. Also has set the institutional, funding, and forms of CPD. For example, in Demak Regency it was explicitly stipulated that for teachers who have received certification allowances are required to set aside 4% of their compensation for CPD. Meanwhile, in Batang District, it is 5% of its professional benefit to developing the teaching profession.

Purbalingga Regency has implementation Standard Operating and Procedure of scientific meetings to develop the teacher's ongoing profession. However, in Demak and Batang Regency have no such SOP. In the SOP of clear reception in Purbalingga Regency was not clear who was entitled to conduct supervision and control.

To implement the CPD in the three districts studied more effectively then there need to be improvements in the RPJMD, Strategic Planning, Regent Regulation, and Standard Operating and Procedure. Completion of regulations related to consistency between planning, implementation, and follow-up.

The preparation of the RPJMD and the District Education Strategic Plan is recommended based on

the real problems and strategic problems faced. Especially regarding teacher professionalism issues, it should base on the low professionalism of teachers such as teacher qualifications, teacher competence, and teacher certification levels in each regency. Between CPD planning, CPD implementation, and CPD follow-up should be a unity used in strategic management.

It is suggested to the regency and municipal governments within the Province of Central Java to imitate the model of Demak, Batang and Purbalingga Regencies to make clear legal rules regarding CPD. It is essential as a reference for implementers and teachers to obtain explicit constitutional protection.

It is also advisable to make a draft of the CPD to state the source of the funds. Including sources of monies derived from teachers who have obtained professional allowance, should be mentioned the percentage and the better the process will be better. It is in line with the purpose of giving the teaching profession a profession is to improve the professionalism of the teacher.

For Demak and Batang Regency, and another regency in Central Java is advised to make Standard Operating and Procedure as it owned by Purbalingga Regency in holding scientific meetings to increase teacher professionalism.

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