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Typology of teacher development

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Article Info

ABSTRACT

The teacher resources development becomes a central issue in public discussion. The plan, implementation, monitoring and evaluation of teacher resource development in Dinas Pendidikan Manado is being provoked and receives attention. The provoking issues play around on how teacher resouces development being planned, implemented, and evaluated. This study takes a qualitative approach and utilizes a case study method. In-depth interviews are the primary data collecting tools, followed by document study techniques/literature and observation. However, monitoring and evaluation success requires adequate implementation quality, appropriate monitoring and evaluation standards, and a special monitoring and evaluation budget. In conclusion, the government should inform and promote the pattern of execution of teacher resource development. That is, more attention and a dedicated budget for the creation of teaching resources are required. The pattern of teacher resource development monitoring and assessment is based on both internal and external stakeholders. The government must state and report the pattern of implementation of teacher resource development. This means that more attention and special budget are needed to create teaching resources. The pattern of monitoring and assessment of teacher resource development is based on internal and external interests. As a result, by using explicit and redundant standards, supervisor quality becomes an important predictor of successful monitoring and assessment.

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Introduction

Education is a deliberate and organized attempt to establish a learning environment and learning process. Learners actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble character, and skills required by society, country, and state (Fajarwati, Raharjo, & Samsudi, 2016). The aim of national education must become a mandatory reference for education providers of all types and levels of education, because it has become a mandate as stated in the National Education System Law No. 20 of 2003. Outwardly, the goals of national education reflect three ideal domains, namely the cognitive, apective, and psychomotor domains (Noor, 2018).

The role of professional educators is critical in achieving the objective of national education, which is the nation's intellectual life and the development of the complete person (Putri, Rofiah, Andriningrum, & Gunawan, 2019). Teacher certification and competency have a solid link to increasing the quality of school-

based teaching professionals. A good-quality teacher demonstrates that he is qualified to teach and has received certification. Therefore, to improve the quality of a teacher requires various efforts to improve the quality of teachers themselves, one of which is by increasing the quality of competency and teacher certification (Permana, 2017).

In the age of globalization, improving the quality of human resources is critical to the educational sector's progress. The standard of education that teachers have must be quite high, with certain specialties. Due to a shortage of teaching personnel in specific fields of study, some teachers must teach outside of their specialization. It is essential that instructors actively participate in seminars, workshops, and training pieces to improve their teaching quality. However, the most important thing is to develop the ability of the teacher. Educational growth plans must be input-oriented and pay greater attention to elements affecting the educational process. The government's involvement in conducting an annual review of teacher requirements and the maintenance and upgrading of school infrastructure is critical (Pulungan, 2015). The success of the implementation of educational autonomy is largely determined by the role of the regional government, this is in line with its authority as outlined in Law Number 32 of 2004 which is strengthened by Law Number 20 of 2003 (Zarmaili, 2013)

Law number 14 of 2005 on Teachers and Lecturers stipulate that teachers are professional educators whose primary responsibility is to educate, teach, guide, lead, train, assess, and evaluate learners in early childhood education, primary education, and education medium. A least undergraduate academic status (S-1) or diploma-four (D-IV) is necessary for teachers., competency (pedagogic, professional, social, and personality), have educator certificates, physical and spiritual health, and have the ability to realize educational goals national (Zein, 2016).To that aim, teachers' professionalism is required to improve in conformity with the times, scientific and technological advancements, and societal requirements (Rahman, 2016). Teacher profesionaism could be developed by academic supervision.Sabandi (2019) says that the function of educational monitoring in increasing the quality of teacher learning is critical which in turn results in high student learning achievement. Improving the quality of learning needs to be carried out continuously in line with the development of science, technology, as well as the socio-economic and cultural community. The approach to improving teacher professionalism can be done with supervision techniques, fostering a learning organizational culture, and training activities. By using this approach, an increase in institutional performance can be carried out through continuous improvement of teacher professionalism, both individually and in groups.

To that end, teachers should come from a group of intelligent citizens, have idealism, wide view, and high dedication. The government is obliged to develop a conducive and inspirational working environment for teachers to develop (Agung Pambudi & Gunawan, 2020). Nida (2018) insists that the governemet responsibles to develop a high educational quality. The implementation of this obligation should be portrayed clearly in the whole region of Indonesia. In order to achieve its aim, the government employs teachers to increase quality, and most importantly, teacher should be able to enhance hiself by the support of the government.

During this time teachers treated the same as the administrative staff in general. Even worse is the working climate that only disciplines teachers, frightening with sanctions such as lifting educational allowances, barriers to promotion, and so forth, not educating and not encouraging teachers to move forward (Werang, Leba, & Pure, 2017). Working climate like this should be abandoned because it is only suitable for sugar cane planting and not inviting the best sons and daughters of the nation to become a teacher"

Teachers are truly meaningful in a life setting (Grantham, Robinson, & Chapman, 2015). Through teachers, humans can understand the meaning of life (Beauchamp & Thomas, 2009). Teachers are considered as the basis of a nation's life. The teacher being present is considered to liberate a nation and the order of life (Li, 2018). Teachers as a driving force for the progress of a nation (Ilmi, Darma, & Azis, 2020). Education is the entrance to a civilization, and teachers are the key to education. Teachers as the main actors in implementing educational programs in schools have a very important role to achieve educational goals. The teacher's role includes: educating, mentoring, training, advising, updating, being a model and role model, having a personality, researcher, encouraging creativity, evoking views, doing routine work, moving tents, telling stories, being an actor, emancipating, preserving, as a culminator , and do an evaluation. The role of teachers in educational development includes: instilling values, building character, central learning, providing assistance and encouragement, supervising and coaching, disciplining children, and being role models for the environment (Juhji, 2016). Teachers are at the frontline of efforts to improve educational quality. Especially in terms of motivating students to increase the quality of their education for the sake of educating the nation's life. The role of the teacher becomes the motive for the power that encourages someone to do something.The teacher needs to foster learning motivation for students to obtain optimal learning outcomes for the achievement of a certain goal (Idzhar, 2019).

In line with the government's policy, through UU RI No. 14 Tahun 2005 Pasal 7 mandates that the development of teachers' profession is conducted through self-development that is democratic, fair, non-discriminatory and sustainable by upholding human rights, religious values, cultural values, And professional code of ethics. Teachers must also sustainably increase academic credentials and skills while keeping up with the advancement of science, technology, and art in order to fulfill their responsibilities.

Development of teacher resource refers to UU RI No. 14 Tahun 2005 Tentang Guru dan Dosen pada Bab VI Pasal 10 ayat 91 states that the development of teacher resources should refer to 4 (four) teacher competencies that are implied are pedagogical competence, personality competence, social competence, and professional competence. In conecttion with PP RI No. 19 Tahun 2005 tentang Standar Pendidikan Nasional Pasal 28 ayat 3 also mandates the same about the development of competencies that must be owned by teachers.

In realizing the demands of professional skills teachers are often faced with various problems (Castro, Kelly, & Shih, 2010). Internal factor (internal) and external factor (external) variables contribute to low teacher quality. Internal difficulties include conservative living views, limited teacher desire to build competency, and a lack of interest in science, technology, and art growth. External factors such as legislation, education policy, infrastructure, parents, and community participation are present (Geib, Chapman, D'Amaddio, & Grigorenko, 2011).

Internally, there are still many teachers who have a conservative attitude. Teachers tend to retain the usual way of doing things from time to time in carrying out tasks, or wanting to retain the old (conservative) way, given the newly perceived way generally demanding changes in work patterns. Teachers who still have a conservative attitude see that such demands are an additional workload for him (Gunnórsdóttir & Jóhannesson, 2014). In addition, there are still many teachers who do not pursue the profession as a whole. This is because there are teachers who work outside their working hours to meet their daily needs, so that the time for reading and writing for self-development is no longer available. Teachers are less interested to add insight, not motivated to improve the quality of self because it is not required to research as a lecturer in Higher Education (Kunter et al., 2013).

In some European and Asian countries, Because teachers have not held the standard of professional skills necessary and necessary instructors as educators, the problem of teacher resources remains a challenging challenge to resolve, notably in Indonesia and notably in North Sulawesi. Wicaksono (2021) explores comparative study in city policy. Further, compare to Malaysia, Wangid et al. (2020) declares that Teachers' self-efficacy varies depending on their own experience and an experience received from other sources, individuals, social factors, spiritual formation, and physical and psychological well-being. In terms of teacher efficacy in Indonesia and Malaysia, those are unquestionably diverse since they endure various changes. In general, however, there are no substantial variations in teacher efficacy between Indonesia and Malaysia. But it seems that the efficacy of teachers in involving students in learning share distinction. In the flip side, the efficacy in instructional learning strategies, and efficacy in classroom management have no significant differences.

Therefore, teacher resources should be developed and enhanced through an integrated and sustainable development program. A motivational strategy (Liu, et.,al, 2019), self efficiacy to class management (Jackson & Miller, 2019), purposeful play method (Allee-Herndon, 2020), video annotation tools (Zaier, 2020), hip-hop pedagogy (Hains, et.,al, 2021) are varians on how teacher resources should be developed. However, those strategies do not reach the context of Indonesia. In local perspective, the development of teacher resources became an important phenomenon to be proven in this study. Specifically, indicators (1) The development of teacher resources at the Manado City have been done but not through a structured program. (2) the teacher resource development planning process has not been clearly defined. (3) There are still many difficulties in the line of teacher resource development. (4) The teacher resource development monitoring and assessment technique are insufficient. This is the rationale that makes doing a study on it fascinating. "Development of Teacher Resources" (Case Study on Dinas Pendidikan in Manado City) with the formulation of the problem statement: (1) (1) how teacher resource development is planned, (2) how teacher resource development is implemented, and (3) how teacher resource development is monitored and evaluated.

Method

This study takes a qualitative approach and utilizes a case study method. In-depth interviews are the primary data collecting tools, followed by document study techniques/literature and observation. The data collection technique begins with observing the research location and determining who only will be used as key informants. Observation of research sites for knowing in advance the research location so that researchers can

prepare materials and tools needed to collect data. Next create guidelines interviews containing general points or questions related to teacher development Data analysis is carried out both during and after data gathering. Data collection, data simplification, and data deduction are all part of technical data analysis. Check the credibility, transferability, reliability, and confirmability of study findings.

Results and Discussions

Typology of Teacher Development Planning

A needs analysis is one of the steps of teacher development planning (Tabak, 2020). Capturing data and information, evaluating data to uncover numerous answers through activities, and establishing priority activities are all phases in the needs analysis process. Therefore, in order to gain development planning, Firestone et., al (2020) suggest teacher study group that could integrated the planning. By doing so, the diversity in the classroom could be prepared (Rowan et., al, 2020). Eventually, a conceptual framework will be formulated and working condition could be defined (Esterhazy et., al, 2021) (Merrill, 2021). Furthermore, the preparation for data as an administration asset should receive consideration. A study lead by Sara & et, al (2021) prove that administration development has direct connection to the economic enhancement. In the other word, the success of teacher development planning depends on administration preparation.

Internally, planning is done by data collecting by educators and education employees, as well as information gathering from principal's meetings (MKKS) and community meetings (MUSREMBANG), Through the division of educators and education workers, facts and information are reviewed. In an internal education offie meeting, priority activity models were developed. Further, Susanto & Yuliana (2021) encourage to use SWOT as analysis for teacher development planning.

Teacher development activities are planned following applicable rules, teacher needs, educational reality or phenomenon, and societal conditions or situations.. The purpose is to boost teacher morale, raise teacher achievement, and promote teacher understanding of technical mastery.

Budgeting based on legal considerations, budget availability, and funding sources. Decentralization, however, has impact to the educational fiscal and infuences local government policy (Fatoni, 2020) (Magriaty, et., al, 2020) (Sandjaja, et., al, 2020). Therefore, teacher should consider the budget planning by inviting financial and state policy in discussion (see, Prabowo, 2020) (Hamudi, 2020). The planning time is adjusted to the time for determining the local government budget (APBD) and the realization of government aid budget for school (BOS).Planning for teacher development is constrained by a number of factors : a) Changes in government bureaucracy and new regional tools, b) The cost of education delivery programs, in general, continues to be a top focus in budgeting, c) delays in entering teacher data, d) accuracy of teacher data, e) teacher involvement in planning. The typology of teacher development planning can be explained through the following figure 1:
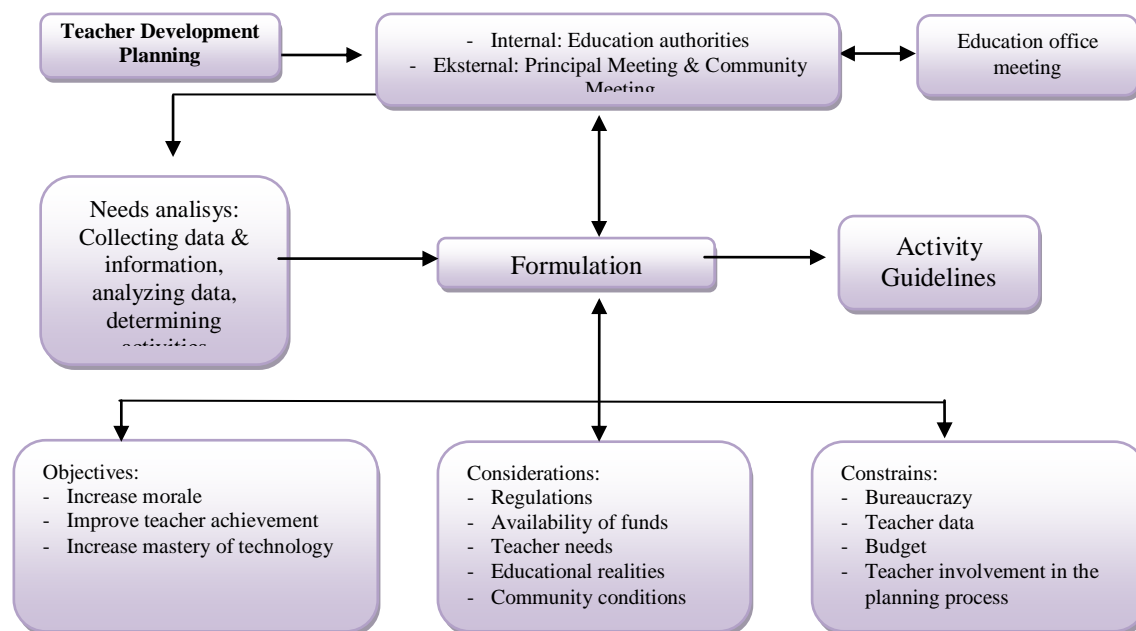

Figure 1. The typology of teacher development planning

Typology of Teacher Development Implementation

The implementation stages of teacher development are: 1) Office coordination meetings and school administrators inform teacher development initiatives. The coordination meeting provides information on the guidelines for implementing activities, including the basis, purpose, and objectives, as well as the benefits of the activity, as well as the time, place, supporting facilities, participant requirements, rights and obligations of schools and teachers, and other related issues; 2) The formation of the committee; 3) Invitations and announcements to teachers regarding the time and venue of the activity's execution help to socialize the activity; 4) Before the committee's implementation, technical advice is provided. Technical guidance, in which the committee informs instructors about systems, methods, and implementation mechanisms, particularly for activities that employ an online system, is provided by the committee. Official letters, online bulletins and instructions, and social media are all used to promote socialization; 5) Implementation.

Teacher development implementation constraints: 1) Implementation is solely in the hands of the education office, and it is frequently misunderstood by those representing teachers during coordination meetings; 2) Teacher motivation in participating in activities is very lacking; 3) Technical guidance is often not implemented due to limited time and funds.

Teachers will be able to enhance their quality. The education office will have competent teacher resources, and they will be able to respond to community requirements if teacher development is implemented. The typology of teacher development implementation can be explained through the following figure 2:
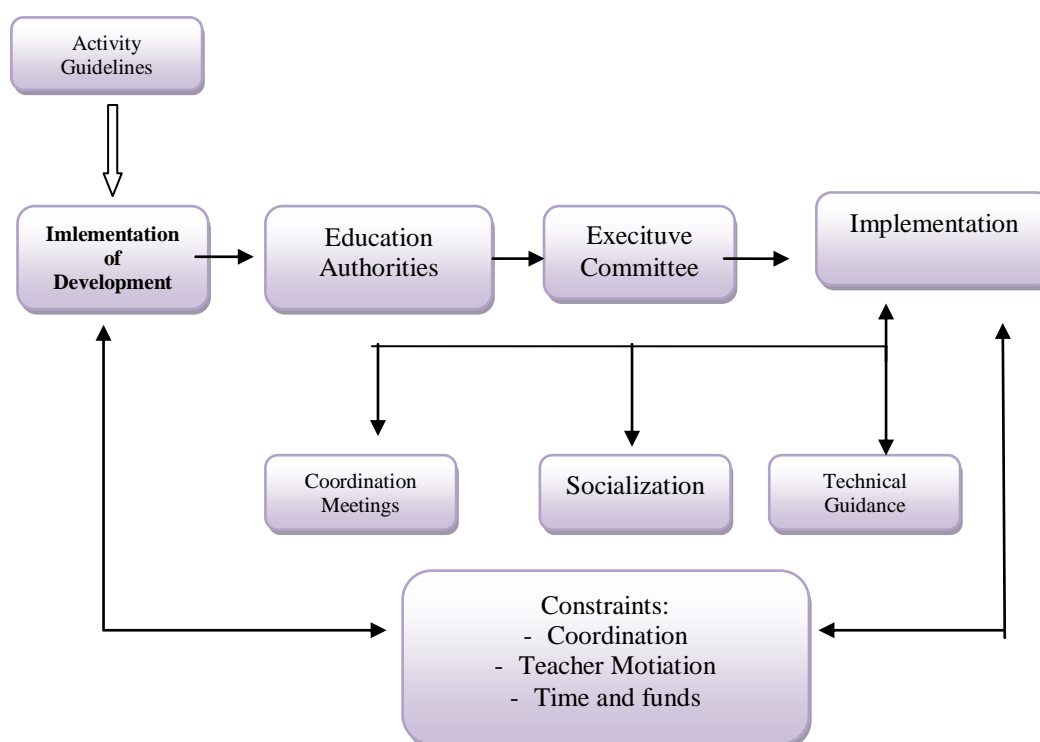

Figure 2. The typology of teacher development implementation

Typology of Monitoring and Evaluations of Teacher Development

Internally, the Head of Office, the Secretary of the Office, supervisors, and the principal carry out monitoring and evaluation. Education practitioners, academics, the media, educational NGOs, and education councils are all outside looking in.

Monitoring and evaluation patterns: supervision, document inspection, correction and adjustment, and reporting: a) Supervision to discover all teacher and committee activities in progress. In addition to collecting data and information about the causes and consequences of difficulties encountered by both the teacher and the committee, supervision is also to gather data and information about the causes and consequences of barriers faced by both the teacher and the committee; b) Inspection pef documents so that it could be adjusted between implementation guidelines, implementation activities, and as a guideline for other guides; c) Improvements and adjustments where the supervisor is involved. To avoid errors during implementation; d)

Reporting is the result of developing teacher resources that contains the impact on the success of the learning process in school / classroom. And as a form of administrative and even moral responsibility.

Obstacles to monitoring and evaluation of teacher resource development: a) Regarding the budget for the monitoring and evaluation team; b) Quality monitoring and evaluation team; c) Monitoring and evaluation standards because they involve external. The typology of teacher development monitoring and evaluation can be explained in the following figure 3:
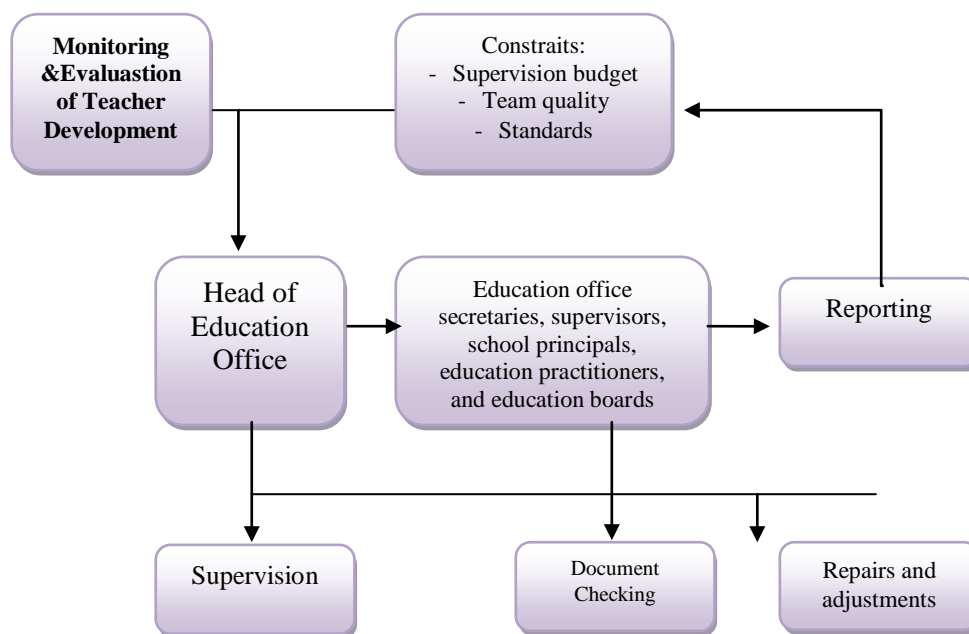

Figure 2. The typology of teacher development monitoring and evaluation

Conclusions

Data gathering, analysis, and creating a priority development program are all part of the teacher resource development planning pattern, which uses a bottom-up method to organize democratic activities. Rules, government regulations, and budget availability all influence time and budget planning. Teachers, on the other hand, were not directly involved in the planning process. The government should inform and promote the pattern of execution of teacher resource development. That is, more attention and a dedicated budget for the creation of teaching resources are required. The pattern of teacher resource development monitoring and assessment is based on both internal and external stakeholders. As a result, utilizing explicit and measurable standards, the quality of supervisors becomes a crucial predictor of monitoring and assessment success.

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