

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.

Indonesian Primary School Teacher's Perception of Professional Development Programs: A Case Study

Dr. Deitje A. Katuuk, M.Pd

Dean

School of Education, Manado State University

Tomohon, Indonesia

Email: deitjekatuuk_unima@yahoo.com

Lay Kekek Marthina Marentek, S.Pd., M.Ed

Lecturer

School of Education, Manado State University

Tomohon, Indonesia

Email: keke_unima@yahoo.co.id

ABSTRACT

This paper presents the findings of a study carried out in Indonesia to investigate teachers' perception of the impact of professional development programs on their teaching quality in classroom. A case-study method was used to explore the principal question for the study: How do Indonesian primary school teachers develop professionally? Participants for the study were chosen using a sampling method; three of the participants taught in public primary schools and three of the participants in private primary schools. The in-depth interviews were conducted with the participants. The findings show that these teachers were learned from various in-service training experiences and opportunities. These findings have two thought-provoking implications for school and for teacher education in Indonesia. First, that school should think carefully of developing sustained professional development programs and second, teacher educators, policy-makers and other decision-making bodies should consider long-term ongoing professional development for primary school teachers.

Keywords: Primary School, Teachers, Professional Development

1. INTRODUCTION

The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). A great number of studies have been conducted to study the variables or factors that contribute to successful of educational practices (Haris, 2010). Researchers have come to an agreement on the importance of teacher quality on improving educational quality – students'

learning and performance. The efforts to improve the quality of teachers would be inevitably essential since teachers have playing critical roles in improving educational outcome.

Indonesian government have made some efforts in developing the quality of teachers. Indonesia in 2005 developed National Professional Standards for Teachers, which emphasize the importance of quality of teacher education and teachers' professional development (Umaedi, 2005). Specific standards are set for the primary school teachers. They need to be competence in social, pedagogy, and personality. These standards specify teachers' understanding and knowledge of the pedagogy, teaching methods and teachers' skills.

According to Haris (2010), Indonesian policy makers are increasingly focusing their attention in a quest of ways or strategies to improve teachers' quality in teaching. Nowadays, one of the promising and emerging strategies to improving teacher quality is through teacher professional development (Haris, 2010). The efforts to improve teachers' quality have been long and complex process in Indonesia. In the current reform, the Ministry of National Education of the Government of Indonesia tries to facilitate the effort of improving quality of teachers through Sustained Teacher Professional Development Program (TPDP). One of the program components is the establishment and activation of MGMP (*Musyawarah Guru Mata Pelajaran* – association of subject teachers). MGMP is a formal association of subject teachers at district level. This is a forum where teachers work together to discuss, analyze and develop teaching and learning materials, models and other subject related matters, as well as to develop professional development activities.

According to Borko (2004), it is important in the very early stage of investigation of professional development for teachers to explore the nature and practices of teacher professional development and to provide evidence of the positive impact of professional development on teachers. Study to identify the nature and practices of teachers professional development is essential because such study will help 'to create an existence proof; that is, to provide evidence that a professional development program can have a positive impact on teacher learning (Borko, 2004). However, in Indonesia context, there is remarkably no research that can provide an empirical evidence to enable making inference about teachers' involvement in their professional development activities in classroom and the effect of these activities on teachers. For that reason, it is necessary to investigate the nature and practice of teachers' professional development activities in the view of development of teachers' quality perspective and to assess teachers' perception of the impact of professional development on their teaching quality in classroom.

2. LITERATURE REVIEW

2.1. What is Professional Development for Teachers?

Various terms used by different writers and researchers can be found in the literature related to teacher learning, for example, teacher development, in-service learning, in-service education and training (INSET), continuing professional development (CPD), staff development, professional development, continuing education, professional learning and lifelong learning. These terms are sometimes used loosely and interchangeably (for example, Craft, 2000) using professional

development, continuing professional development, in-service learning, in-service education and training (INSET) interchangeably.

The term “professional development” is a term which is sometimes used in a broad sense to cover all types of learning conducted by experienced teachers from the very formal form like attending courses to more informal or private learning such as job shadowing (Craft, 2000). Umaedi (2005) treated the term professional development in its broadest sense to include the wide range of formal and informal activities that facilitate teachers in new learning about their professional practice. While it is difficult to locate a precise term, in the proposed study the term “professional development” in line with common practice elsewhere will be utilized as an umbrella terminology to refer to full range of activities aimed at facilitating learning for teachers. It is through professional development activities teachers review, renew and extend their knowledge, skills, and emotional intelligence which contribute to their professionalism as teachers.

Professional development in this project is defined as a full range of formal and informal activities of teachers’ professional learning aimed at improving teachers’ knowledge, skills and attitude linked with enhancement of students’ learning and performance. Improving the quality of teachers’ professionalism is the way for moving forward to enable schools to cope with the continuously changing school environment.

2.2. Types of Professional Development

As the conception of professional development has changed over the years, the types of professional development have also changed over times. In the literature, the terms forms, types, approaches, models or methods are used to represent the variety of professional development activities. In the proposed study, those terms will be used interchangeably to mean types of professional development activities.

Shallow, fragmented, piecemeal and poor focus are commonly used to describe the “old” or “traditional” paradigm of professional development models. Opposed to traditional professional paradigm is models under reform professional paradigm which are characterized as competency-based, reflective, collective learning, and decentralized (Smylie and Conyers, 1991 cited in Hawley & Valli, 1999). Hawley and Valli (1999) described models or types under the two paradigms as follows:

In the old paradigm, in-service workshops emphasize private individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external “expert” presenter; expect passive teacher-listeners; emphasize skill development; are rhetorical; and expect quick visible results. In contrast, in the new paradigm staff development is a shared, public process; promotes sustained interaction; emphasize substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasize the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (p.134).

The discussion of professional development of teachers has evolved from its importance to teachers to its characteristics or features that can best facilitate teacher development. The term effectiveness is emerged to characterize “high quality” of professional development. The following part is assigned to provide discussion of what constitutes effective professional development.

Haris (2005) suggested that effective professional development treats teachers as both learners and teachers and give opportunity to teachers to contend with the complexity of two roles. Thus, effective professional development shall have a number of characteristics: It must provide opportunities for teachers to engage in real tasks of teaching, assessment, observation, and reflection that characterise the learning and development process.

In short, there is a growing consensus in the research of professional development that professional development activities built around these six characteristics of effective or high-quality professional development discussed above will positively affect teaching quality of teachers and student learning.

3. METHODOLOGY

3.1. Data Collection

This study was undertaken at 3 (three) public primary schools and 3 (three) private primary school at Manado, North Sulawesi, Indonesia. The proposed study was use a sample of 12 (twelve) primary school teachers working in the selected schools. The sample was included teachers who are very varied, for example, in the length and type of their teaching experience, where they are work now and have worked in the past, and their demographic details (male/female, young/old, etc.). The data was collected comprehensively and systematically through interviews with the teachers, observations, and documents analysis (Fraenkel & Wallen, 2009). A semi structured interview based on the research questions conducted face-to-face at each participant's workplace. The participants were interviewed on several occasions to probe the complexity and details of their perspectives.

3.2. Data Analysis

The data was analyzed inductively. Using Cohen, Manion, and Morrison's (2007) classification, four general steps will be carried out in this process: generating natural units of meaning, classifying, categorizing, and ordering these units of meaning, structuring narratives to describe the interview contents, and finally interpreting the interview data.

4. FINDINGS AND DISCUSSIONS

Our finding in this study to a range of activities to develop teachers' knowledge and skills linked to improving student learning as the ultimate purpose of teacher professional development. Essentially, it is the purpose of teacher professional development that makes teacher professional development emerges as the promising strategy for improving teachers' quality.

4.1. Findings

Our major findings emerged from the analysis that teachers' professional development was greatly based on self-directed learning and their in-service training experiences. They had an enabling learning environment in schools which helped them to develop. In this study shows the relationships between teacher professional learning, the quality of pedagogy, and the quality of learning

outcomes. They contended the reform types of professional development activities are seen to be practical, engaging teachers in deep analysis of their own practice and offering some new or external perspectives to teachers, sustained and collegial activities which offer more possibilities of promoting change in teacher practices.

There is mounting empirical evidence from this research that duration of professional development contributes to the effectiveness of professional development. Extended duration and time of professional development activities is necessary for teachers to learn effectively through their professional development. Haris (2010) encouraged that to be effective professional development, the professional development activities need to be conducted in multiple days over a period of time. By doing this, it will increase the likelihood of change of teachers' practices.

In this study the teachers reveal that the professional development activities are organized for participants from the same context such as school, grade or subjects. They concluded that rather than targeting participants from different context, professional development will gain its great effect if it involves teachers who are in the same context. According to Haris (2010) professional development developed from collective participation principle offers a number of possible advantages. Firstly, it provides teachers with opportunities to have a group to discuss concepts, practices and problems during their professional development experiences. Secondly, teachers from the same schools, subject-matters, or grades tend to share something in common such as teaching materials or assessment requirements. Thus, they are more likely to integrate their learning from their professional development experiences with other aspect of their instructional context if they are jointly engaged in professional development. Lastly, professional development designed on the basis of collective participation can help to maintain improvement effort over time.

According to Harris (2001) professional development is about capacity building. This capacity building should focus on assisting people to learn from their experience and innovation because at its core the capacity for learning of members of the organisation will determine the success of an organization. Professional learning and development in school context is then defined as a process where teachers are consciously developing their individual capability for enabling the school to move forward within the complex and changing environment.

5. RECOMMENDATIONS

This research project suggests the need for developing frameworks and policies to develop professional development in in-service training for teachers. This study also has benefit to review the current education policy that helps the Department of Education to identify the areas which have and have not received enough attention by the policy makers and the policy implementers.

References

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.
- Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. 2nd Ed. London: Great Britain: Routledge Falmer
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Upper Saddle River, New Jersey: Pearson Education Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Falmer Press.
- Crotty, M. (1998). *The foundations of Social research: Meaning and perspective in the research process*. NSW: Allen and Unwin.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in Education* (7th Ed). Boston: McGraw-Hill Higher Education.
- Harris, A. (2010). Building the capacity of school improvement. *School Leadership and Management*, 21(3), 61-70.
- Hawley, W.D., and Valli, L. (1999). The essentials of effective professional development. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of Policy and Practice*. San Fransisco, CA: Jossey-Bass.
- State No. 20 concerning the National Education System, 2003
- Umaedi. (2005). *Manajemen peningkatan mutu berbasis sekolah: Sebuah pendekatan baru dalam pengelolaan sekolah untuk peningkatan mutu*. Retrieved September 16, 2008, from <http://www.ssep.net/director.html>.