

Collective Activity Strategy of CPD to Improve Teacher Professionalism at Islamic High School of Pesantren

(Multi-Case Study at MAN 2 Pondok Pesantren Darul Ulum Rejoso, MAN 3 Pondok Pesantren Bahrul Ulum Tambakberas, and MASS Pondok PesantrenTebuireng in Jombang Regency)

Asy'ariy^a, Mujamil^b, Sulistyorini^c, Maftukhin^d, Akhyak^e
asyariy@gmail.com

^aKementerian Agama Kabupaten Jombang, East Java, Indonesia

^{bcd}e UIN Sayyid Ali Rahmatullah, Tulungagung East Java, Indonesia

Abstract

This article is aimed at describing Collective activity strategy of CPD to improve teacher at Islamic High School of Pesantren. Using qualitative approach in the form of a naturalistic phenomenology, the research setting was three Islamic high school of Pesantren. Data collection techniques used was in depth interviews, observation, and documentation. Data analysis uses the main steps of data condensation, data display, and verification/drawing conclusions. The result shows that the preparation of teachers for relevant CPD, building self-awareness of teachers toward self-improvement of knowledge and skill, and the use of various of collective activities of CPD. Besides, the school principal also builds self-awareness of teachers by motivating, supporting, and facilitating teachers to carry out self-development on personal initiative (self-initiative) outside the school program.

Kay words: Professionalism, Collective activities, CPD, Self-awareness

1. Introduction

Professional teachers can be a model inspired by students. The quality of classroom learning requires teachers that able to present educational, challenging, and innovative learning activities and to motivate students. Professional teachers are then able to carry out learning that inspires and develops the potential of students. The role of the teacher is very strategic in improving the quality of learning, because of holding the urgent role of the change from not being able to become capable, from not understanding and not mastering to understanding and mastering. Therefore, the success and quality of the learning process is a part of indicator of the success of changing a nation (Munthe, 2009).

Teachers must be able to carry out learning in accordance with national education goals. They must have competence in pedagogy, professional, personality, and social in improving the quality of education. In other words, teachers must have competence in their field and can be role models for their environment (students and the community), and could show their identity as role models. In essence, teachers are required to have adequate attitudes, knowledge, and skills in order to transfer knowledge and effective strategies in learning.

The characteristics of professional teachers including consistent in improving themselves, being able to be role models, and being students' inspiration to learn and develop themselves. As a central figure and being at the forefront of improving the quality of education, but until now the problem that has always been in the spotlight is the low quality of education in Indonesia which is associated with teachers. The professionalism of teachers is often questioned following a certification program that marks teachers as professionals in their fields. Meanwhile, the quality of graduates through the learning process carried out by teachers has not been able to give satisfactory answers.

The principal of the madrasah as a leader must be able to improve the professionalism of teachers to answer the demands of stakeholders and the wider community. Programs that are directly related and relevant to the needs and interests of teachers in improving the quality of education must be realized so that stakeholders and users of education have high optimism that Indonesian education in the future will be better. Education in Indonesia must be one step better and it depends on how the person in charge of education manages teachers as the key to success in education (Maunah, 2015).

Professional teachers are not created suddenly but must go through various processes, self-development, and experience. Here, the important role of the principal in developing and improving the professionalism of teachers is a necessity so that the teacher factor must occupy the first priority in achieving the quality of the main aim of Islamic education. However, the pattern of professional development of teachers has not been yet carried out optimally even though the

government has made various efforts to manage teachers but the results have not been seen, especially from graduates of the school.

Continuous Professional Development (CPD) is an important medium for teachers to develop. Cohen & Hill emphasized that professional development is considered as a medium for teachers to improve their knowledge and skills in carrying out learning. If it is well-organized from planning, process, evaluation, and teachers benefit when they are in actual teaching practice. This can maximize teacher learning when designing a strong content focus, an active learning approach, linking to policies and curricula, sufficient time for reflection, and collaborative participation (Tanang and Abu, 2014).

Continuous Professional Development (CPD) is also defined as activities to develop skills, knowledge, expertise and other characteristics as teachers (Widayati, 2017). This development is an important strategy to deepen teachers' content knowledge and improve the quality of learning practices and can facilitate teachers in building new knowledge and skills. Kazemi and Hubbard (2008) and Opfer and Peder (2011) emphasized the need for a more complex understanding, arguing that CPD has the potential to affect many aspects of teachers' professional and personal lives, impacting teachers' knowledge, competencies, and values (Bautista and Ruiz, 2015).

The sustainable professional development model can be carried out in the form of collective activities held by stakeholders. The professional development of teachers can be effective and differ among educational institutions. However, there is no best teacher development model can be implemented in all schools. Different schools, and even different teachers may have different needs. Teachers are necessary to analyze their needs in the form of self-evaluation, so that they can determine which type of teacher professional development is appropriate to apply. Mitchell and Cubey (2003) emphasizes that the professional development of teachers must be chosen that is appropriate and effective to assist teachers in changing their learning activities, beliefs, understanding, and attitudes.

Teachers as educational practitioners must be able to take reflective actions that reflect their own practice to improve the quality of their practice. For example, teachers are encouraged to conduct research, especially action research, so that they can improve the quality of their learning practice based on experience. The function of teachers' professional development is to assist teachers in updating and building their pedagogical knowledge, both theory and practice (Hammond and McLaughlin, 1999).

2. Research Method

The approach used in this research is qualitative in naturalistic phenomenology. This research has produced descriptive data in the form of words or spoken from the people or behaviors that researcher observed at MAN 2 Pondok Pesantren Darul Ulum Rejoso, MAN 3 Pondok Pesantren Bahrul Ulum Tambakberas, and MASS Pondok PesantrenTebuireng so it is also called

descriptive qualitative research. It is a kind of research on certain phenomena or populations (purposive) to explain aspects that are relevant to the observed phenomena, explain the characteristics of phenomena or problems that exist in the research setting. In general, descriptive research describes the characteristics of the findings as they are and avoids hypotheses (Langgulung, 1998). This research is designed to obtain information about the phenomena that occur at this time and directed to determine the nature of the situation as it occurs during the research. Its purpose is to describe "what happened" with respect to a variable or condition in a situation (Ary, 1979).

The setting of the research was the stated three Islamic high school at Islamic boarding (Pondok pesantren) in Jombang East Java Indonesia. Data collection techniques used was in-depth interviews, observation, and documentation. The main informants were the principal of the school, teachers, and education quality guarantor and school committee. Data analysis uses the main steps of data condensation, data display, and verification/drawing conclusions (Miles, Hubberman, & Saldana, 2014).

3. Discussion and Results

3.1. Preparation of Teachers for Relevant CPD

School principals have institutional responsibilities in increasing the professionalism of teachers while the teachers themselves have personal responsibilities to improve their professionalism. The principal must organize systematically plan step by step to reach the goal of high skills of teachers in the school. One of the step is to prepare teachers with their needs of improvement. The preparation of the teachers' self-evaluation contains reflections on the shortcomings and weaknesses in carrying out professional duties in pedagogical and professional competencies and then Determining targets that contains individual plans for teachers in carrying out their main tasks, continuous professional development (CPD) and self-development.

The self-evaluation and formative assessment determine what kind of selfdevelopment a principal and school can act on. Follow-up by school is usually in the form of relevant collective activities of CPD that are contained in the work plan. From the initial process, self-evaluation and assessment are self-assessments from teachers. The initial procedure carried out by the school principal in the assessment process which is an inseparable series with increasing educator professionalism

3.2. Self-Awareness of Teachers toward Self-Improvement

The individual awareness of teachers to develop themselves is the hope of all stakeholders, especially the school principal. The initiative for self-development that emerged is based on personal awareness that providing the best and quality learning services can only be provided by professional teachers who always upgrade their competencies and update information related to professional developments and demands and then follow up by making changes for the better.

Individual awareness to develop themselves in order to become professional shows the ability of teachers to take reflective action.

Teachers who are also educational practitioners must be able to take reflective actions that reflect on their own practice to improve the quality of their practice. The ability to develop oneself and facilitate oneself is the highest level of a person in implementing the concept of lifelong learning. In the Islamic school of pesantren, teachers are encouraged to conduct research, especially action research, so that they can improve the quality of experiential learning practices. The function of the professional development of teachers is to assist teachers in updating and building their pedagogical knowledge, both theoretical and practical (Hammond and McLaughlin, 1999).

In addition, the individual initiatives of teachers in increasing their professionalism vary, but this can be seen from the teachers' target in performance for education or the track record of self-development activities that have been carried out. In the target, components planned by teachers themselves, namely CPD. The planning by teachers is then synchronized with institution work plans so that there is a teacher CPD level and the institutional CPD level. The institution prioritizes CPD with collective activities and individual teacher activities.

3.3. The Use of CPD Collective Activities

Continuous Professional Development (CPD) is the estuary of all strategies for increasing the professionalism of teachers at the three of Islamic High School of Pesantren. Being a part of the regulation for teachers in Indonesia, the variations and models of CPD depend on the capacity and ability of the institution in determining the results of school programs directly related to teachers, namely teacher performance appraisal and academic supervision which have recommendations or follow-ups regardless of the results and initiatives of teachers independently to develop themselves.

The CPD in the Islamic school of pesantren is closely in the form of collective activities. They vary The results of the appraisal in case of pedagogical, social, personality, and professional competencies are then followed up with teacher self-evaluation and formative assessment by teachers who are then coordinated by the CPD team or usually the deputy principal of the curriculum for further planning or follow-up. Meanwhile, the results of academic supervision recommend several follow-up actions, including discussions, giving examples, consulting, and training. In both programs, the CPD program was carried out which was usually dominant in the form of collective activities. These are held in the form of training, workshops, IHT, teachers' forum, and personal activities for teachers, namely mentoring, peer tutorials, and implementation of teacher appraisal and the next supervision.

CPD of teachers can be effective and differ between educational institutions. There is no best teacher development model that can be implemented in all schools. Different schools and even different teachers, may have different needs. Teachers

are advised to analyze their needs in the form of self-evaluation, so that they can determine which type of professional development is appropriate to apply. Therefore, the CPD of teachers must be chosen that is appropriate and effective to assist teachers in changing their learning activities, beliefs, understanding, and attitudes (Mitchell and Cubey, 2003).

CPD program, both at the policy and implementation level, teachers are positioned and discussed as students as well as teachers, basically they are in a neutral position as intermediaries through which an increase in student learning outcomes can be achieved. teachers tend to be treated by professional developers as unproblematic; teachers will learn what is taught and practiced in collective CPD activities and apply it in the classroom in a manner similar to all other teachers (Petri and McGee, 2012). Institutionally, the selection of collective activities is the main thing with partnership and non-partnership strategies. Collective activities are the main instrument for increasing teacher professionalism because they have several main considerations, namely the ease of implementation, supervision, and follow-up.

Collective activities of CPD are carried out to develop teacher competencies, especially pedagogy and professional. The partnership strategy with education and training institutions is also in order to improve these two competencies. The purpose of the partnership is to create a professional community of teachers in carrying out their professional duties and be able to produce good learning and make students the target of quality development. Carpenter and Sherretz (2015) illustrate that schools where teachers have a strong professional community that includes continuous teacher learning have higher student achievement than schools with weaker professional communities.

Teachers are given the opportunity to participate in professional development which in turn gives teachers the knowledge, skills, and confidence to later become teacher leaders in schools. In short, partnership is an agreement between educational institutions and education stakeholders working together towards a common goal, to improve education (Smith, 2015). Beck and Murphy underlined that principals are assumed to be more like business executives, using sound management and social science research to run schools effectively and efficiently (Halawah, 2017)

Collective activities of CPD is mostly done in the form of training activity, technical guidance, IHT, Webinar, FGD, teachers' forum, and other types of collective activities to develop pedagogical and professional competence. Meanwhile, social and personality competencies are included as part of participation, positive thoughts for development, and positive attitudes towards collective activities of CPD. The three of Islamic high school have activities that can be defined as collective activities for social and personality development, namely socio-religious activities according to the pesantren tradition, namely regular recitation of Quran (*Jam'iyah Khatmil Quran*) and Religious learning forum (Majelis Taklim). Social and personality competencies which are often called morals by Islamic boarding schools can be developed through religious and

social activities. Monitoring and supervising the morals of teachers is the responsibility of the principal of madrasah and Islamic boarding school leader and community throughout the year.

CPD leads to two needs and objectives, namely the needs of teachers in order to improve performance through formal and informal stages and the needs of institutions in the context of performance development. Both of these needs and objectives can be identified from the implementation of a summative assessment or teacher performance appraisal at the end of the year to determine their performance. Collective activities of CPD held in the form of partnership training of a substantive technical training model to increase competence, workshops for improving the quality of teachers, technical guidance, teachers' group forum, oneway dissemination, webinars, and peer tutorials. It means that CPD provides useful insight into the formative aspects of assessment and the extent to which teachers believe the process helps in developing their practice (Elliot, 2015).

Related the CPD, the school principal officially sends teachers as representatives of the institution at the invitation of external parties or the Ministry of Religion in the form of training, technical guidance, and giving time for dissemination to their colleagues of the results obtained from the activities they participate in. Besides, the principal builds individual awareness of teachers by motivating, supporting, and facilitating teachers who carry out professional development independently and on their own initiative outside the official madrasa agenda.

4. Conclusion

Collective activities of CPD are the main way to improve teachers' professionalism in the Islamic High School of Pesantren. These activities are carried out in the form of education and training in partnership with competent institutions in the field of developing professionalism. Other collective activities of CPD carried out are in the form of technical guidance, IHT, program preparation, workshops, teachers' forum, webinars, dissemination of the results of self-development and meetings with stakeholders of both pesantren and ministry of religious affairs. In short, the related CPD is the preparation of teachers for relevant CPD, building self-awareness of teachers toward self-improvement of knowledge and skill, and the use of various of collective activities of CPD. Besides, the school principal also builds self-awareness of teachers by motivating, supporting, and facilitating teachers to carry out self-development on personal initiative (self-initiative) outside the school program.

References

Ary, Donald. et al., 1979. Introduction to Research in Education. USA: Holt, Rinehart, and Winston, Inc.

- Bautista, Alfredo and Ortega-Ruiz, Rosario. 2015. Teacher Professional Development: International Perspectives and Approaches, *Journal Psychology, Society, & Education*,. Vol. 7(3), p.240-251
- Elliott, K., 2015. Teacher Performance Appraisal: More about Performance or Development?, *Australian Journal of Teacher Education*, 40(9).
- Hammond, L. Darling and McLaughlin, M.W., 1999. Investing in Teaching as a Learning Profession: Policy Problems and Prospects in Darling Hammond, L., dan Sykes, G (Eds). *Teaching as the Learning Profession: Handbook of policy and practice*, San Francisco: Jossey-Bass,. p. 376
- Carpenter, Brittany D. and Sherretz, Christine E., 2015. Professional Development School Partnerships: An Instrument for Teacher Leadership, *Journal School-University Partnerships* Vol. 5, No. 1/2015
- Halawah, Ibtasan., 2017. The Relationship Between Effective Communication Of High School Principal and School Climate, *Journal of Education* Vol. 126 No. 2., p. 335
- Langgulong, Hasan, 1998. *Asas-Asas Pendidikan Islam*, Radar Jaya Offset: Jakarta., p. 305
- Maunah, Binti, 2015. Lembaga Pendidikan Islam di Indonesia: Kajian Deskriptif Analitik Model Lembaga Pendidikan Islam, *Empirismo*. Vol. 24 No. 2 Juli, p. 264-274
- Miles, Mathew B. Hubberman, A. Michael, & Saldana, Johnny., 2014. *Qualitative Data Analyzis: A Method Sourcebook* (3rd ed), California: SAGE Publication, p.11
- Munthe, Barmawi, 2009. *Desain Pembelajaran*, Pustaka Insan Madani: Yogyakarta, p. 1
- Mitchell, L and Cubey, P., 2012. *Characteristics of Professional Development Linked to Enhanced Pedagogy and Children's Learning In Early Childhood Settings: Best Evidence Synthesis*. Wellington: Ministry of Education.
- Petri, Kristen and McGee, Clive., 2012. Teacher Professional Development: Who is the learner?" *Australian Journal of Teacher Education*, Vol 37, 2, February
- Smith, Karie., 2016. Partnerships in Teacher Education – Going Beyond the Rhetoric, with Reference to the Norwegian Context", *C E P S Journal* | Vol.6 | No 3 | Year 2016
- Tanang, Hasan and Abu, Baharin., 2014. Teacher Professionalism and Professional Development Practices in South Sulawesi, Indonesia", *Journal of Curriculum and Teaching*, Vol. 3, No. 2

Widayati, Ani., 2017. Teachers' Professionalism and Continuing Professional Development: The perceptions of Accounting Teachers in Vocational High Schools in Yogyakarta Indonesia. Dissertation. (Western Australia: Murdoch University, 2017), p. 21