

The Relationship between the Teacher's Perspective and Development Continuing Professionalism at SD N 36 Cengkeh Padang

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ABSTRACT : The title of this research is "The Relationship between Teacher Perspectives and Sustainable Professional Development at SDN 36 Cengkeh Padang". The purpose of this research is : 1) examining the Teacher's Perspective at SDN 36 Cengkeh, Padang, 2) viewed Sustainable Professional Development at SDN 36 Cengkeh, Padang, dan 3) examining the relationship between Teacher Perspectives on Sustainable Professional Development at SDN 36 Cengkeh Padang. The data used are primary data. The results of data analysis show that the Teacher Perspective is very good category, The category of Sustainable Professional Development is very good, while the correlation results obtained are 0.9559 or 95.59% with a very strong significant level, which means that there is a significant relationship between The Professional Sustainable Development Perspectives Teacher on at SDN 36 Cengkeh Padang. The conclusion of this study is the perspective of teachers in SDN 36 Cengkeh Padang is very good, Sustainable Professional Development at SDN 36 Cengkeh Padang is very good, There is a positive and significant relationship between Teacher Perspectives on Sustainable Professional Development at SDN 36 Cengkeh Padang.

KEYWORDS Teacher perspective, continuous professional development

Date of Submission: 16-05-2021

Date of acceptance: 31-05-2021

I. INTRODUCTION

The difference in the social status of teachers in the past and the present is very significant. Today's teachers are expected to appear as professional educators as stated in Law no. 14/2005 on Teachers and Lecturers, that:

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, formal education, basic education, and secondary education.

In order to do this task, of course the teacher must have good knowledge in its application. Therefore, teachers must have several qualifications in order to carry out their duties and roles properly

The teacher qualifications in question include how the teacher's pedagogical competence when implementing learning, competence to maintain personal quality, competence in social life in society, and performance competencies that are directly related to their professional duties. In accordance with the opinion of Bunyamin (2016), the teacher must have a good understanding of how to manage the classroom; treat students well; applying appropriate methods and techniques; and evaluating students using appropriate measures.

Lunenberget al.(2014) identified six professional roles that TEs should play: teacher, researcher, trainer, curriculum developer, gatekeeper (for students), and intermediary (to stimulate collaboration between schools and institutions). Judging from the magnitude of the demands of the teacher, teacher is not a light profession. Recognition of the position of the teacher who acts as a driving force for the course of learning that functions to improve the quality of education both nationally and internationally, of course, requires a great deal of responsibility. Teachers have a very big role in advancing the quality of the nation. Therefore, the government provides educator certificates, as an appreciation of the teacher's role in recognizing the position of teachers as professionals. To improve the quality of education, countries are required to implement continuing

school-based occupational training programs as the main vehicle for teacher professional development. In-service training programs have been implemented in schools with the aim of updating teachers with new knowledge and skills by carrying out activities that are carried out both individually and in groups (Educator certificates are formal evidence as recognition given to teachers and lecturers as professionals). From this recognition as a consequence of the government in the Republic of Indonesia Government Regulation no. 74 of 2008, is obliged to provide a budget for efforts to increase the Academic Qualification of Teachers and the provision of Teacher Professional Allowances as an effort to improve teacher welfare.

Based on the dimensions of space and time development, every profession is required to improve its competence, as stated by futurology John Naisbitt and Patricia Abudene, in (Tohari, 2019) trends that are formed in modern society, namely: (1) the development of science and information technology, which is super fast, from forced technology has shifted to high tech and high touch; (2) global competition that is not only between the smart and the stupid, but more than that, namely the smart and the skilled; (3) the national economy becomes the world economy; (4) short term to long term; (5) centralization to decentralization; (6) representative democracy becomes participatory democracy; (7) hierarchy to be a network; (8) north becomes south; (9) one being multiple choice.

In the study of the quality of education, teachers are always placed as a central factor. This happens because the business center of the school is a teaching and learning process that places the teacher as the main subject. In principle, the quality of education will not exceed the quality of the teacher, likewise the quality of the lesson plan will never exceed the quality of the teacher who made it. This is in line with opinion "the quality of education can not exceed the quality of teacher" and "educational change depends on what teachers do and think". The two views above provide an affirmation that teacher competence is an absolute prerequisite for improving the quality of the learning process in schools by providing quality teacher professional education, improving teacher performance, and continuing teacher professional development. (Satori, 2016). In the same vein Goudarz Alibakhshi dan Najibeh Dehvari (2015) believe that ongoing professional development activities help teachers define the best pedagogical approaches for the betterment of students' learning processes. The position of teachers as professionals who have been recognized as functioning to uplift the dignity and role of teachers in improving the quality of national education. Teachers are required to develop and improve their quality in carrying out their professional duties. Therefore, continuous efforts are needed in order to develop knowledge and skills.

In connection with the development of professional quality of teachers, the government has made efforts to regulate it. In Permeneg PAN and RB No. 16 of 2009 concerning the Functional Position of teachers and their Credit Score states that Sustainable Professional Development is the development of teacher competencies that is carried out as needed, gradually, continuously to improve their professionalism. This development activity is used to increase the understanding, knowledge, and skills of teachers which at the same time have an impact on the acquisition of credit points for promotion / functional position of teachers.

The educational skills of teachers are strengthened from various learning experiences (Miccoli, 1997), and the collection of these experiences is analyzed systematically so that their implementation is aimed at their professional development. (Villegas Reimers, 2003). However, a process will get optimized results from its own understanding. Therefore, to facilitate teacher professional development, the process of a teacher to grow professionally must be well understood (Clarke & Hollingsworth, 2002). One way to understand it is through its self learning experience (Day, 1999).

In line with the increasing attention to the welfare of teachers as well as the demands for the quality of the teaching profession, the government issued PerMeneg PAN and RB number 16 of 2009 concerning Teacher Functional Positions and Credit Score which came into effect effectively in 2013, that the development and improvement of professional competence for teachers who already have an educator certificate continues to be carried out in order to maintain professional competence in accordance with the development and needs of the world of education. To be able to develop and enhance the competence mentioned above, it can be done through a system of continuous teacher professional guidance and development which will later be linked to the acquisition of functional position credit. Several requirements must be fulfilled for the promotion of a teacher to the rank above, one of which is having to carry out professional development activities with a certain number of credit points. If the requirements are not met then a teacher (State Civil Apparatus) cannot be promoted. This requirement is considered burdensome or difficult for most teachers.

Today's primary school teachers face many future challenges. Primary school teacher challenges can be predicted from the direction of government policies and the direction of the development of science and technology that has an impact on the development of primary schools, teachers, and students. Some of the challenges that will be faced by elementary school teachers include: (1) the need for a superior generation requires primary school teachers to have adequate competence, (2) Primary school teachers must be able to master various approaches to elementary school students, (3) Primary school teachers must be able to carry out comprehensive assessments, (4) the rapid development of technology requires an elementary school teacher to

understand technology. Meanwhile, the development of science and technology (IPTEK) in the world is developing rapidly compared to the development of science and technology that occurs in elementary schools.. This causes the teaching given by elementary school teachers to students is not optimal.

The professional development of teachers is studied and presented in the relevant literature in various ways. But Central to such an endeavor is the understanding that professional development is about teacher learning, learning how learn, and turn their knowledge into practice to benefit from the growth of their students. Teacher professional learning is a complex process, requiring cognitive and emotional individual and collective teacher involvement, the capacity and willingness to examine each carefully and the enactment of appropriate alternatives for improvement or change..Avalos, B. (2011)

As a profession, elementary school teachers are professionals who play a role and have a very important position in efforts to educate the nation's generation from all aspects. Starting from the cognitive, affective, and psychomotor aspects. Primary school teachers, as the most important figures in the educational process, are required to be able to provide knowledge, instill commendable attitudes and behaviors, so as to equip students with skills through the use of strategies and learning patterns that are in accordance with the times. Therefore, it is necessary to develop continuously and professionally for elementary school teachers, so that we need a professional development system for primary school teachers who are continuous and professional as well. At the education unit level, the system is carried out through continuous guidance, namely continuous professional development.

The development of this teacher profession has always been a concern in the current education system which appears in various forms. (Bautista, 2015; Day, 2005; Borko, 2004). This is considered as an ideal way of improving the quality of education. (Coe, 2014; Desimone 2009; Hattie, 2009) which is the key to various educational reforms around the world. . (Kennedy, 2014; Karras, 2014; Villegas, 2003).

According to Rudduck(1991: p. 129) According to Ruddock (1991: p. 129) Teacher professional development refers to the ability of teachers to maintain interest in carrying out the teaching and learning process. CPD can also be defined as the conscious updating of professional knowledge and the improvement of professional competence throughout a person's working life (Whohab Khan, 2010). So, Data teacher professional development is understood by developing an attitude of thinking and acting through the experience gained and systematically analyzing its own implementation. (Villegas Reimers, 2003)

The Guidelines for Sustainable Professional Development Activities and its Credit Score states that the elements of Sustainable Professional Development (PKB) activities consist of three types of activities, namely: self-development, scientific publications, and / or development of innovative works.

Given the importance of sustainable professional development (PKB) for teachers, it is important to do so regarding the linkage of the perspective of 36 Cengkeh Padang Elementary School teachers to Sustainable Professional Development (PKB). Based on this, the title of this research is the relationship between teacher perspectives and sustainable professional development at SDN 36 Cengkeh Padang.

II. RESULT

This research is quantitative descriptive. This study seeks to get a clear picture of the continuing professional development of certified teachers at SDN 36 Cengkeh Padang

Validity test to test the validity (validity) of research instruments made based on the indicators contained in the operational variable definition, the teacher perspective questionnaire consists of 20 items and further professional development consists of 15 items. The validity analysis was carried out using Microsoft Excel which aims to determine whether each item is assessed or evaluated as valid or not. The results by comparing the Tcount with the critical value (rtable), the results are obtained from the report as follows:

Table 1. The Validity of the Teacher's Perspective

Variabel	Indikator	Thitung	Rtabel	Keterangan
Perspektif Guru	PG1	5,062658	1,770933	Valid
	PG2	2,265755	1,770933	Valid
	PG3	1,857061	1,770933	Valid
	PG4	1,857061	1,770933	Valid
	PG5	2,299317	1,770933	Valid
	PG6	1,853466	1,770933	Valid
	PG7	1,843975	1,770933	Valid
	PG8	2,054873	1,770933	Valid
	PG9	2,968369	1,770933	Valid
	PG10	2,465994	1,770933	Valid
	PG11	2,345192	1,770933	Valid
	PG12	2,116446	1,770933	Valid
	PG13	2,196126	1,770933	Valid
	PG14	1,911097	1,770933	Valid
	PG15	2,592726	1,770933	Valid
	PG16	2,051211	1,770933	Valid
	PG17	2,179904	1,770933	Valid
	PG18	1,971423	1,770933	Valid
	PG19	2,054873	1,770933	Valid
	PG20	2,374433	1,770933	Valid

Tabel 2 Validity of Continuous Professional Development

The results of the two variables obtained after correcting the product moment show that the validity results are greater than r table (1.77093) so that it can be said that the items of the two variables are valid.

Reliability Test

The validity analysis was carried out with the help of a computer with an excel program which aims to determine whether each item of the question assessed or evaluated by the respondent can be declared valid or not. From the results of the reliability test for the teacher's perspective which can be seen in the appendix, the reality value is 1.00 with very high reliability criteria, which means that if the instrument is used several times to measure the same object it will produce the same data as well. The results of the validity and reliability tests for each variable used in this study can be seen in full in the appendix. While the reliability test results for sustainable professional development can be seen in the attachment, the reliability is obtained (r_{11}) = 0.974 with very high reliability criteria.

Classic assumption test

The results of the normality test by showing that the data analyzed for distribution are normal, the L value is obtained from the teacher's perspective, where L is the largest value of $|f(z) - s(z)|$ then it is obtained 0.17035 and L table is obtained from looking at the table with an alpha of 0.05 and the number of samples of 20 is obtained L table = 0.190. Because $L_{count} = 0.17035 < L_{table} = 0.190$, it is concluded that the data on the teacher's perspective are normally distributed. Meanwhile, the value of L in the professional development of teachers, where L is the largest value of $|f(z) - s(z)|$ then obtained 0.12956 with L table obtained from looking at tables with alpha size 0.05 and the number of samples 15 obtained Ltable = 0.220 Because $L_{count} = 0.12956 < L_{table} = 0.220$, it is concluded that the data on teacher professional development is normally distributed.

Research Data

This study is intended to determine the relationship between sustainable professional development and the teacher's perspective. The data used are primary data from questionnaires distributed to 13 respondents, all of whom are teachers. The data analysis method used in this research includes descriptive analysis and correlation.

1. Variable Description

a) Teacher's Perspective Variable After tabulating the data from the respondent's answer, it can be seen that the Teacher's Perspective is as follows:

No	Interval	Description	Frequency	%
1	44 – 46	Not very good	5	25
2	47 – 49	Not good	0	0
3	50 – 52	good	5	25
4	53 – 55	Very good	8	40
5	56 – 58	Very very good	2	10
		Amount	20	100

From the table above shows that the teacher's perspective is very good because the results of respondents' answers are dominated by intervals of 53 to 55 as many as 8 people or 40% of 13 respondents.

b) Sustainable Professional Development Variables

After tabulating the data from the respondents' answers, it can be seen that Continuing Professional Development is as follows:

Categorization Continuous professional development.

No	Interval	Description	Frequency	%
1	16 - 24	Not very good	3	20
2	25- 33	Not good	1	6,67
3	34 - 42	Good	4	26,67
4	43 - 51	Very good	6	40
5	52 - 60	Very very good	1	6,67
		Amount	15	100

From the table above, it can be seen that Sustainable Professional Development is very good, it can be seen that the highest value is in the 43-51 interval, which is 6 people or 40%.

Correlation between Teacher Perspectives on Sustainable Professional Development at SDN 36 Cengkeh Padang.

N0	X (PG)	Y (PKB)	
1	5	3	
2	0	1	
3	5	4	
4	8	6	
5	2	1	
Correlation Value			0,955899

To make a conclusion on the relationship between the two variables above, it is necessary to meet the following criteria, if:

0,00 – 0,199: The correlation is very weak

0,20 – 0,399 : The correlation is weak

0,40 – 0,599 : The correlation relationship is moderate

0,60 – 0,799 : Strong correlation relationship

0,80 – 1,0 : The correlation is very strong

So, the conclusion is that the correlation value between Teacher Perspectives (PG) on Continuous Professional Development (PKB) in the calculated data is very strong.

Teachers must continuously develop their profession so that they can carry out their duties, functions and roles in a professional manner. New strategies and methods that can be developed in the teaching profession, can be obtained in line with the development of the teacher profession. PKB is a form of continuous learning for teachers which is the main vehicle in an effort to bring about the desired changes related to student success. Thus all students are expected to have more knowledge, have better skills, and show a deep understanding of the teaching material and be able to show what they know and are able to do. PKB includes a variety of ways and / or approaches in which Teachers continuously learn after receiving initial education and / or training as Teachers. PKB encourages teachers to maintain and improve their overall standards covering areas related to their work as a profession.

Thus, teachers can maintain, enhance and expand their knowledge and skills and build the personal qualities needed in their professional life. The challenges of the teaching profession from time to time continue to move dynamically. To be able to face and answer these future challenges, the Teacher must be able to adapt. This adjustment can be done by implementing the PKB program consistently and continuously. If not, the teacher will not be able to maintain knowledge and other competencies to be able to support the implementation of duties, functions and roles in a professional manner.

III. CONCLUSION (10 BOLD)

After analyzing the data collected from the results of distributing questionnaires, it can be concluded as follows: The teacher's perspective at SDN 36 Cengkeh Padang is very good because the results of the respondents' answers are dominated by intervals of 53 to 55 as many as 8 people or 40% of the 13 respondents. Sustainable Professional Development at SDN 36 Cengkeh Padang is very good, the highest score is in the 43 - 51 interval, which is 6 people or 40%. here is a significant relationship between Teacher Perspectives and Sustainable Professional Development at SDN 36 Cengkeh, supported by the correlation data obtained is 0.9559 or 95.59%, with a significant level of 0.000 which means there is a significant relationship.

Suggestion

Based on the results of a study on the relationship between teacher perspectives and sustainable professional development at SDN 36 Cengkeh Padang, the authors provide several suggestions, namely:

1. For Schools: It is necessary to continue the Sustainable Professional Development Program (PKB)
2. For Teachers: the need to increase the Sustainable Professional Development program
3. For Researchers: It is necessary to carry out further research with a broad scope

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