TEACHERS’ CONTINUING PROFESSIONAL DEVELOPMENT (CPD) IN ACEH PROVINCE, INDONESIA

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ABSTRACT: Teachers play key roles in preparing excellent students to reach their goals. To produce the exceptional students, teachers should always improve their professionalism. This study aims at investigating the efforts to improve teachers’ Continuing Professional Development (CPD) in Aceh, Indonesia. This mixed study included 37 elementary schools and was carried out in ten Aceh Province districts or cities. Purposive sampling was used to select teachers, principals, and educational ministry officials to be the study's subjects. Information were gathered through meetings, perception and documentation. The steps of data reduction, data display, and verification were used to conduct qualitative data analysis; in the meantime quantitative information were made sense of through rates. Mentoring and/or peer observation and coaching, courses or workshops, reading professional literature, engaging in informal dialogue with peers, attending conferences or seminars, observing and visiting other schools, joining a qualification program, participating in a network of teachers, and individual or collaborative research are among the activities teachers in Aceh engage in to enhance their professional development and competence. Apathy, academic failure, lack of professional inspiration, lack of motivation, ignorance of their professional calling and responsibilities, lack of control, and lack of financial support were also identified as obstacles for teachers to overcome in their efforts to improve their professional competence. The planning and execution of CPD, as well as competency in the knowledge, skills, and attitudes discussed at CPD events, were all evaluated during the Aceh CPD evaluation process, focusing on learning outcomes, organizational support and change, using and sharing evaluation results, and sequentially evaluation.

KEYWORDS: Professional Teachers, Continuing Professional Development (CPD), CPD in Aceh
INTRODUCTION

School is a place and method for learning. Humans acquire the knowledge they need to deal with current conflicts through education. As a result, educational programs that are able to prepare students for the modern world must be developed in schools. Because of this, guidance teachers also play a role in the management of educational programs, particularly in the field of counseling and guidance (Umami, 2022). As communicated by Father of Public Schooling Ki Hadjar Dewantara "each room is a study hall, each individual is an educator". Therefore, online learning is the best option in light of the current circumstance (Nababan & Hasudungan, 2022). Education with their environment and culture has always been an integral part of education. In Indonesia society's life most certainly the communication certainly occurred separately or in gatherings, the course of socialization worried about the way of life growing experience in connection to social frameworks. From childhood to adulthood, an individual learns behavior patterns through interactions with a wide range of people who play various social roles in everyday life (Darma & Joebagio, 2018).

2005 Indonesian Law No. 14 on teachers and lecturers, Article 1 states that a teacher is a pedagogue who provides students with knowledge and conveys norms and values to students. Teachers play a very important role in the success of the learning and teaching process (Usman, 2002). Therefore, the presence of professional teachers is an important factor to ensure this effective learning process. As a result, teaching staff in the learning process focuses on teachers' readiness to plan, implement, and evaluate learning courses as well as on interactions between teachers, students, and the media. Without the support of sufficient professional competence, it will be difficult for teachers to present a good teaching process. Teachers, as individuals who directly participate in the process of educational activities, must create effective and efficient learning, and their existence positively affects the development of students. Student achievement will be influenced by teachers' readiness to engage in learning activities supported by teacher knowledge and skills, attitudes and practices.

According to (Petrie & McGee, 2012), the success of teachers' professionalism in classroom learning activities is closely linked to the quality of the educational process. As educators, teachers must use all of their potential and skills to provide educational services
for the education of the nation's children in order to fulfill their roles in holistic education (Ball & Forzani, 2009). As the primary point of direct involvement in teaching and learning activities, teachers must foster efficient learning.

As a result of both externally provided and job-embedded activities that increase teachers' knowledge and assist them in changing their instructional practice, effective continuing professional development results in changes to teachers' knowledge and practices, as well as improvements in student learning outcomes. (Darling-Hammond, Hyler, & Gardner, 2017). The expectation of teachers professional development has rapidly changed and increased the national education quality in Indonesia generally and Aceh especially.

However, based on the authors’ observations, teachers in Aceh Province still encountered the problems, such as, they have not yet mastered the national curriculum 2013, yet capable of using ICT in support of the teaching and learning. They are not able to actively conduct the action research, either. Even there are many teachers who still organize teaching and learning activities in classic methods. In addition, based on the results of the teachers’ competency test in 2015 conducted by the central government, it has positioned the competence of teachers in Aceh as the third lowest with the acquisition of the average score of the test was 45.27, which was slightly higher than Maluku Province and North Maluku. Furthermore, the weakness and shortage of teachers has been caused by several factors, such as lack of preparation of teachers in organizing instructional material and training, and their distaste for and priorities against other fields because of less of teachers’ welfare.

With such complex problems, therefore, this paper aims to explore teachers’ professional development efforts, obstacles in developing teachers’ professional, and evaluation of teachers’ professional development in Aceh Province. The expectation of teachers professional development is rapidly change and increase the national education quality in Indonesia generally and Aceh specially. Therefore, this article aims to explore teachers’ professional development efforts, obstacles in developing teachers’ professional in Aceh and evaluation of teachers’ professional development in Aceh.
Literature Review

Teaching is a profession, and people who work in this field are called professionals (Musriadi, 2016; Richards & Lockhart, 2005). (Soetjipto, 2009) suggests that teaching is categorized as a profession due to some characteristics such as, among other things, involving intellectual activity in certain discipline, requiring the preparation training and continuous in-service training, and putting forward the importance of service above personal interests. The Law Number 14 of the Year 2005 Chapter I Article I, Point 1 regarding Teachers and Lecturers also clearly states that In Indonesia, teaching is regarded as a profession. As indicated by the Law instructors are proficient instructors with the essential undertaking of teaching, instructing, directing, coordinating, preparing, surveying and assessing understudies on youth formal schooling, fundamental training and auxiliary training.

Teachers’ knowledge and skills as well as their attitude and practice are very essential for the success of students’ learning, so that a teacher should upgrade his/her professional capability in teaching current issues and learn how to deal with the teaching practice at school (Tanang & Abu, 2014). Of course, the processes of preparing and developing teachers’ professional are not as simple and easy as they seem, and such problems have become a global concern (Ball & Forzani, 2009; Goodwin & Kosnik, 2013). In addition, the changes which have occurred in social, politic, and economic that made the teachers who were before respected and considered the only source of knowledge, now lost its social recognition and status coupled with the lack of teachers’ preparation in training, lost of values in society have malaise the teachers in teaching (Mendes, Dohms, Lettnin, Mosquera, & Stobäus, 2016).

Improving the quality of learning and teaching processes should ideally be followed up by conducting regular teacher professional development activities. Continuing professional development (CPD) of teachers is expected to be an important part in improving the quality in either teaching and education in general (de Vries, van de Grift, & Jansen, 2013; Petrie & McGee, 2012). Developing teachers’ professionalism is not merely about improving the learning materials. It is however about their learning how to transform knowledge into practice for the benefit of their students’ growth which requires cognitive, emotional involvement individually and collectively (Avalos, 2011).
Kennedy (2005) has suggested that CPD can be categorized into some models such as training, award-bearing, deficit, cascade, standards-based, coaching/mentoring, community of practice, action research, and transformative. The success of CPD can be identified by the teachers’ personal values such as contribution to personal development, making work life better (support), providing information, developing teaching confidence, etc. (Lessing & Witt, 2007). From the CPD programs, teachers will benefit from the teaching materials and resources as well as their awareness towards new ideas and values (Harland & Kinder, 1997). The core impact of practice expected from CPD is how it can be beneficial for students’ in their achievement (Rose & Reynolds, 2014). Darling-Hammond et al. (Darling-Hammond et al., 2017) also say that the effective continuing proficient advancement is an organized proficient that outcomes in changes to educators' information and practices, and enhancements in understudy learning result and conceptualize as a result of both remotely given and occupation implanted exercises that increment instructors' information and assist them with changing their educational practice.

Teachers must, without a doubt, demonstrate commitment or responsibility in teaching practice at schools, engage in active professional development, develop communication skills, demonstrate knowledge of current issues, conduct tasks ethically, and demonstrate broad cultural competence and relational sensitivity (Avalos, 2011; Ball & Forzani, 2009; Tanang & Abu, 2014).

Referring to the Indonesian Law Number 14 of the Year 2005 Chapter 10 Article I, it states that teachers or educators must have four competences which are pedagogical, professional, social, and character competences. In professional competency, teachers are required to be familiar with the latest developments in science because it is always dynamic. Teachers must always continue to develop their professional competencies by keeping learning and doing reflective actions. The professional competency is the teacher's ability to comprehend concepts, structures, scientific, technological, and artistic methods that overshadow or are coherent with school curriculum teaching materials, the relationship between concepts and related subjects, the application of scientific concepts in everyday life, and professional competence in a global context while maintaining national values and culture.
Teachers' continuing professional development, or CPD, is an essential component of enhancing the quality of education and learning in general. Teachers' learning, learning how to learn, and putting their knowledge into practice for the benefit of their students' development is the focus of professional development. This requires individual and group cognitive and emotional involvement, the capacity and willingness to examine where each teacher stands in terms of convictions and beliefs, and the examination and implementation of appropriate options for improvement or change (Arregui, Rivero, & Salanova, 2014; Avalos, 2011; Bell & Gilbert, 1994; Day & Sachs, 2004; Girvan, Conneely, & Tangney, 2016; Stoll, Harris, & Handscomb, 2012).

METHODOLOGY

This mixed the purpose of a study is to combine qualitative and quantitative data to provide a systematic description of the facts and information discovered during the study in both words and figures (Sugiyono, 2017). Bringing a precise image of the peculiarity and exploration findings is normal. This investigation was carried out at 37 public schools in seven districts which are Greater Aceh, Pidie Jaya, Aceh Jeumpa, Pidie, West Aceh, Central Aceh, and Southwest Aceh, and in three cities which are Banda Aceh, Lhokseumawe, and Sabang.

Purposive sampling was used to select teachers, principals, and educational ministry officers for this study's unit of analysis. Information were gathered through meetings, perception and documentation. Subjective information investigation did by the method or steps of information decrease, information show, and check; meanwhile the quantitative data were explained through percentage. The sampling technique used was purposive sampling of each district/city. To obtain valid and reliable findings triangulation analysis techniques were used.

RESULTS

Teachers’ Activities in Increasing Professional Development

The elementary teachers were asked nine questions in regards of the professional development program or training they had participated. These questions ask about whether or
not they had engaged in activities that can improve their professional development. The responses obtained from the questions during the interview that was conducted to 74 participants can be seen in Figure 1 below.

<table>
<thead>
<tr>
<th>Teachers' Activities in Improving Professional Development</th>
<th>Numbers of Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>engaging in informal dialogue with peers</td>
<td>55</td>
<td>73.65%</td>
</tr>
<tr>
<td>reading professional literature</td>
<td>66</td>
<td>89.19%</td>
</tr>
<tr>
<td>mentoring and/or peer observation and coaching</td>
<td>72</td>
<td>97.29%</td>
</tr>
<tr>
<td>individual or collaborative research</td>
<td>44</td>
<td>59.26%</td>
</tr>
<tr>
<td>participation in a network of teachers</td>
<td>26</td>
<td>35.13%</td>
</tr>
<tr>
<td>observations visits to other schools</td>
<td>66</td>
<td>89.19%</td>
</tr>
<tr>
<td>qualification programme</td>
<td>8</td>
<td>10.81%</td>
</tr>
<tr>
<td>education conferences/seminar</td>
<td>52</td>
<td>70.27%</td>
</tr>
<tr>
<td>courses/workshops</td>
<td>66</td>
<td>89.19%</td>
</tr>
</tbody>
</table>

![Figure 1: Responses towards activities in improving professional development](image)

The figure above clearly shows that most of teachers in Aceh improve their professional competence highly through four activities which are mentoring and/or peer observation and coaching (97.29% or 72 participants), courses/workshops (89.19% or 66 participants), reading professional literature (89.19% or 66 participants), and engaging in informal dialogue with peers (70.27% or 52 participants). Education conferences/seminar is slightly high, too but it is not very high which is 59.26% or 44 participants. The least efforts that the teachers had done to increase their professionalism are participating in a network of teachers and individual or collaborative research which are only 5.40% or 4 participants each. Increasing competency through qualification program was still regarded as low which is only 10.81% or 8 participants who participated, much lower than the activities in observations and visits to other schools which is 35.13% or 26 participants.

Furthermore, based on the method triangulation including observations, structured interview, participant observation, documentary study and also the triangulation between the researchers toward activities held by teachers’ teamwork discussion in each district, the
writers found that the major programs held in effort to improve teachers’ professional development are seminars, courses/workshops, mentoring/coaching, peer observation, informal dialogue with peers, and educational conferences. Whereas other activities and programs didn’t seen yet during the research.

**Obstacles in developing teachers’ professional in Aceh**

Based on the interview results, this study found that many teachers and principals faced some obstacles in developing their professionalism. These obstacles have been viewed as internal derive such as motivation and lack of academic competence, or external factors such as the opportunity to attend the CPD program and the commitment from the governmental institutions.

![Figure 2. The Participants Responses toward Obstacles Faced by Teachers in Following CPD In Aceh](image)

Based on structured and open interviews conducted by the researchers, as stated in diagram above, clearly describes that most of participants (20% from 74 participants) argued that the biggest problems faced by teachers is the opportunities to follow the CPD programs, not all of the teachers in each school had been involved in such CPD program and activities presented by government and other institutions for years, even though they really wanted to. In addition, they also stated that government and school management had lack control toward
the process and resulted after professional development activities. 20% of them stressed that the policy of teachers’ professional development should be balanced with the continuous supervision, so that the results achieved are also maximized. Meanwhile, it is not surprising that 15% of participants includes the government's commitment in making policies and seriousness in the delivery of CPD activities also becomes a problem in itself. So it does not lead to the assumption that the implementation of teacher development activities are not well planned and wholeheartedly.

Moreover, the constraints are not only from external factors but also internal factors dominate the other. 20% of participants also noted that internal problems such as unmotivated and 15% of participants stated that the academically poor into its own problems faced by teachers. Lastly, only a small percentage of participants (5%) said financial issues and the allocation of CPD implementation time and venue of the activity become an obstacle to their professional development.

Furthermore, the researchers also present a fragment of the interview with the participants as follows.

1. Self-Unmotivated/Apathetic

This study has shown that teachers were low motivation in participating the CPD activities. Most of the respondents revealed that they had been so tired at schools teaching, so that they did not have any enthusiasm to follow the courses or trainings offered. A teacher who had been teaching for six years in Pidie Jaya district admitted that they had a lot of work at school preparing teaching and learning administration that he felt so tired from the training without having time for the holidays. A boring and long workshop has also contributed to the lack of motivation for teachers. A teacher at an Elementary School in Banda Aceh complained that he sometimes felt bored during a workshop because it took such a long time without any essential knowledge gained. Tiredness has been mostly claimed as the main cause that teachers were not motivated to participate in this CPD program. A school principal in Takengon, Central Aceh claimed that most of the teachers at his school were reluctant to join the activities due to this reason, as he said “many teachers in my school less motivation to participate the course because they argued they were so tired”. A teacher from Sabang
argued that he got just a little bit of knowledge during the course that made him lazy to participate.

2. Academically Poor

It cannot be denied that the level of academic potential of teachers in Aceh province is still very diverse. It certainly affects the absorptive capacity and the ability of teachers in presenting the quality of teaching and learning activities in the classroom. Moreover, the majority of teachers in primary schools in the Aceh province are senior teachers who are getting retired any sooner. So that it becomes an obstacle for teachers in equating the development in technology and science which takes so rapidly. A principal at an Elementary School in Sabang indicated that some of the teachers at his school are getting challenging in following the professional development activities because of their age, and they are not able to operate a computer. It is agreed by the other principal in West Aceh who said that many teachers at his school argued that they were not productive anymore and difficult to understand ICT system during the courses because they were not capable of operating a computer. Some teachers even admitted that they were afraid of following CPD course because they feel that they are not clever enough to catch up with the instructors and other fellow teachers.

3. The Teachers’ Opportunities to follow CPD

Unequal opportunity to follow the educators’ development competence has become another obstacle in achieving the success of the implementation of the CPD in the Aceh province. There are many teachers in in the province who have not been included in the training organized by the rayon, district, provincial and national levels. This is the obstacle that should be solved and found solutions. A five-year-experienced teacher in Sigli, Pidie district claimed that he has never followed the professional development of teachers because he was never chosen by his school to attend, and he hoped that he would be included in such activities sometime soon. Another teacher who has a six years-experience in Southwest Aceh also faced the same situation. An elementary school teacher in Great Aceh said that only a few teachers from his school had followed the courses because they did not have the opportunity to be sent to CPD centers or workshops.
4. The Commitment of Government

Developing and creating professional teachers is very complicated. The government as the key stakeholder should have responsibility to formulate policies in supporting the development of teachers’ professional. The Indonesian government on every level (e.g. central, provincial, and district levels) should be committed to improving teachers’ performance, competence, and prosperity in any aspects of their educational environment. Based on the research findings, however, the commitment of the government in supporting CPD is still unsatisfactory. A principal in Banda Aceh suggested that the government is committed and take any possible efforts in developing teacher competencies. A principal at an Elementary School in Meulaboh, West Aceh also suggested that government-organized professional development is very rare, so that the results are not optimal.

5. Lack of control

Professional development of teachers will be impossible to achieve if it is lack of oversight of the sustainability and success of the program which needs continuous development. The CPD conducted in Aceh is usually not continued. It is admitted by one of the teachers from Bireuen, Aceh Jeumpa as saying that post a three-day training the other year, there was no continuation towards further training as a follow up. Other teachers also claimed that they had never supervised by supervisors until recently, so that they did not really their mistake during the teaching and learning process. This lack of control has also agreed by the principals in Aceh as stated by a principal in Greater Aceh as saying that not all of the teachers in her school supervised by government supervisors. Limitation of time has been an obstacle of not being able to commit the control. It is in line with a statement made by a principal in Sabang who said that he had not enough time to supervise all his teachers because he had to do a lot of other administrative work.

6. Financial Constraints

Classically case in Indonesia, financial support problems have become the main obstacle in organizing activities on teacher development. Many teachers and principals had expressed their concern about these endless excuses from the stakeholders of not running the teachers’ professional development programs. A teacher with six years-experience in Lhokseumawe said that rarely had school teachers joined the CPD program due to financial
constraints. Such situation was also experienced by non-government teachers with very low wages. A non-government teacher in Greater Aceh admitted that he chose not to follow the training course because of time-consuming as he had to earn extra income to support his family. Schools where the teachers teach have also limited access to finance to send their teachers to attend the courses or to conduct the training as it is expressed by a principal in Bireuen as saying that the school has limited funding to organize trainings.

7. Time Allocation and Place

Another obstacle, found in this study, which was faced by teachers in their professional development efforts was the time allocation which was too short. In addition, the venues of the teacher development forum were usually held very far from their homes and schools. These have resulted in the hampers for the teachers to attend. Due to the short time of the course, some principals did not want to send their teachers because they believed that such course would not be effective and of wasting time. A principal in Banda sates as quoted “a short course is not enough to develop teachers’ competencies”. It is agreed by teachers who said that a one full day workshop was too short to make them understand the nature of the course. The long distance of workshop venues from their homes has been the main refrain the teachers from attending the development program. A teacher from Central Aceh said that most of the courses were taken place in the capital city which was very far from schools, and it was tiring for him traveling for long distance that he should leave his teaching works at school.
The Evaluation of Continuing Professional Development in Aceh

This is the scheme of the CPD evaluation conducted in Aceh based on the result of interviews with the ministry officers, principals, teachers and the documentary study. Firstly, the evaluation of planning and implementation of last CPD programs held by educational ministry and schools. The evaluation includes feedback about the value of the event, including learning objective, the effectiveness of teaching strategies and identification of ongoing learning needs and additional learning strategies.

Secondly, the assessment of competency in knowledge, skills, and attitudes addressed in CPD event documentation of the impact of CPD. At the end of the CPD activities, the manager of the CPD events contributed teachers’ competency test result and certification. In addition, the educational ministry in Indonesia also requires teachers certification as the prove of a professional teacher.

Thirdly, the improvement of teachers’ professional also observed on students’ outcome (national examination average score of a school), direct teaching, and supervision by principals or school management, and also by the government supervisor.

Fourthly, the organisational support and change. After carrying out a variety of CPD activities. Another important thing to be taken by the government, school leaders and other education stakeholders are changes and support provided by the school and the government.
in the success of the CPD. It seems impossible that success can be achieved without the support of the organizers and educational support organization. In this case, the evaluation is done by observing: school policies, organisation support of the CPD (Leadership), organisational resources provided for CPD, and organisational effectiveness and culture. 
Fifthly, the process of CPD evaluation provides how to use and share evaluation results. In Aceh, the teachers’ competency result mapping shared by the national and educational district ministry to each school in Aceh in order to improve and increase the result, score of the teachers competency result mapping, and newest programs for the future.

Sixthly, CPD evaluation in Aceh is sequentially evaluated that conducted in the short-term evaluation, middle-term evaluation, and long-term evaluation by school management and national and district ministry of education.

DISCUSSION

The results of this study have shown the similarities with other previous frameworks and research of continuing professional development categorized into the model of training, award-bearing, deficit, cascade, standard-based, coaching/mentoring, community of practice, action research, and transformative (C. H. Kennedy, 2005). In addition, de Vries et al. (de Vries et al., 2013) has classified the activities of CPD into three groups including updating, reflective, and collaborative activities. They also found that teachers participate significantly less in reflective compared with updating and collaborative activities. This present study has similar finding in the case that most of the teachers follow the updating and collaborating their professional competences through mentoring and/or peer observation and coaching, courses/workshops, reading professional literature, engaging in informal dialogue with peers, follow education conferences/seminar, observations visits to other schools.

The preparation of teachers’ education is needed to filter the quality teacher for better education. As stated by Goodwin and Kosnik (Goodwin & Kosnik, 2013) that the obstacles in improving the teachers’ professional development are there does not seem to be a curriculum in preparation of teacher education. In addition, it was also reported that there are some obstacles in improving teachers’ professional development (Jegede, 2002; Mogbo, 2000). First, most of the teachers use teaching profession as a stepping stone to another profession,
they pay little or no attention on the teacher training, so that they do not teach whole heartedly. Second, lack of quality control during teaching practice also affects the educational standard of education. Third, most of the teachers are largely apathetic, academically poor, professionally uninspired, unmotivated, and ignorant of their professional calling and responsibilities (Shamaki, 2016). The statements above are suitable with the responses of the teachers on the obstacles facing by teacher in Aceh in improving their professional competence.

In this study, the presence of government in the CPD program was still unsatisfactory. It is suggested that the government should pay attention to support teachers’ development to get facilities, opportunities, securities, access to continuing learning through in-service training, higher education, and prepare various activities independently. They also need a sufficient budget for teaching activities, and raising their welfare to keep the consistency and duties at school, maintain emotional and moral support in creating a quality human resource. Tanang and Abu (Tanang & Abu, 2014) has also suggested similar efforts.

Evaluation is a long-term judgment as to the worthwhileness of the staff development events, it is not only as a prove that some worthwhile has resulted from staff development activities but also focuses on current and future programs to ensure that improvement occurs continuously (Asghar & Ahmad, 2014; O’Sullivan, Jones, & Reid, 1988). Furthermore, the findings of this present study was supported by the study of (Guskey, 2000) who had investigated the range of evaluation practices of CPD including participants’ reaction and learning, organizational support and change, participant use of new knowledge and skills, and pupil learning outcome, changes in pupil behavior and value for money (Goodall, Day, & Lindsay, 2010). The statement proposed by Day and Lindsay (2010) is in line with a number of evaluation processes that CPD has conducted in Aceh province, as listed in the graph above, where the evaluation has been conducted by looking at how changes and positive reactions occur after monitoring CPD activities to improve the quality of teaching and learning, such as the application of new knowledge and skills of teachers after participation in CPD programmes, and changes are also visible through the efforts and the support of schools and education authorities in improving teachers' skills on an ongoing basis. Professionalism is the effort to increase one's competence by motivating oneself to acquire additional skills and
knowledge in order to support and grow one's professional career. Educator professional development is an external effort made to support teachers' improved performance. Teachers' professional self-development and conduct should be developed extensively. According to (Agung & Yufriadawati, 2013), activities like studying the teaching materials, gaining insight and knowledge from a variety of sources to support the enrichment of source/learning materials by reading relevant literature, learning and mastering relevant subjects for students to be taught, and using evaluation forms are some examples of these activities. can improve teachers’ professionalism. Ball and Forzani (Ball & Forzani, 2009) have also suggested that professional teachers can be obtained by focusing on teachers’ recruitment and on developing new pathway to teaching, fundamental renovations to curriculum of professional education for teachers, wherever and through whatever pathway it occurs.

CONCLUSIONS AND SUGGESTIONS

Conclusions

According to the findings of the data analysis, teachers in Aceh are participating in activities to improve and increase their professional competence by: (1) mentoring and/or peer observation and coaching; (2) courses or workshops; (3) reading professional literature; engaging in informal dialogue with peers; following education conferences or seminars; observations visits to other schools; qualification program; participation in a network of teachers; and individual or collaborative research. Teachers face a number of challenges in their professional development, including apathy, academic failure, lack of professional inspiration, lack of motivation, ignorance of their professional calling and responsibilities, lack of financial support, and lack of control. Several processes are used to evaluate CPD in Aceh: (1) assessment of competency in the knowledge, skills, and attitudes addressed in the CPD event (documentation of the impact); (2) evaluation of the planning and implementation of CPD (feedback about the value of the event, including learning objective, the effectiveness of teaching strategies, and identification of ongoing learning needs and additional learning strategies). of CPD (teachers’ Competency test result & Teachers certification)), (3) focus on learning outcomes (direct teaching, supervision), (4) organizational support and change (school policies, organization support of CPD (Leadership), organizational resources
provided for CPD, organizational effectiveness and culture, (5) use and share evaluation results (teachers' competency result mapping), (6) sequentially evaluation (short-term evaluation, middle-term evaluation, and long-term evaluation).

Suggestions

Educators and principals are actively expected to continue to improve the competence and capability through many activities. Therefore, it is suggested that the teachers be committed to the workshops or training which are urgently needed in the success of the CPD so as to provide a positive contribution to the professional development of teachers. Supervisors, governments both local and central, and other education stakeholders are needed in order to optimize the mastery of learning and teaching materials and delivery quality assurance of CPD activities.

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