



PROFESSIONAL DEVELOPMENT IN CERTIFICATE EDUCATIONAL STUDIES LEADERSHIP (CESL) FOR SCHOOL LITERACY MOVEMENT

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Abstract

The purpose of this study was to analyze the improvement of professional competence of teachers participants "Certificate of Study of Leadership Education (CESL)" literacy movement at SD Tugu Utara 19. This research uses qualitative approach with descriptive method aimed to tell a story of a data, event or phenomenon dug through in-depth interviews with resource persons who have knowledge and understanding and deep experience of the phenomenon. Data collection techniques using observation techniques, interviews, and documentation. The results showed that the competence of professional teachers in carrying out literacy is a pre-cognitive action literacy movement in schools, 83.3% very well answered almost 80% of teachers and education personnel like the literacy corridor, and as much as 87.5% is 87.5%. very happy answers, suggestions to improvements for the next school project at Tugu Utara 19 primary school. The conclusion of this research is that through the activity "Certificate in Leadership Education Studies (CESL)" can improve the professionalism of teachers this is seen by the creation of "cognitive corridor" at Tugu Utara 19 primary schools as a form of continuous monitoring results

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INTRODUCTION

Government Regulation No. 19/2017 article 28 first (1) expressly states that: "Educators must have academic qualifications and competencies as learning agents, are physically and spiritually healthy, and have the ability to realize national educational goals"(Peraturan Pemerintah Republik Indonesia, 2017). The regulation affirms that every teacher must meet the qualifications and master the competence of educators in order to deliver their best performance (Townsends & Betas, 2007). Professional Development of Teacher Educators can improve the learning process (Namamba, Adam & Rao, 2017), activities that can improve professionalism (Sitasari, 2019).

The Faculty of Education, University of Queensland (UQ SOE) and The HEAD Singapore foundation have agreed to engage in collaborative and critical thinking cooperation with the aim of engaging relevant issues and challenges in education in the context of Southeast Asia. The Educational Leaders for the 21st Century is a collaborative collaboration between these two main partners. The pilot project of this cooperation appears in the form of Certificate in Educational Studies in Leadership (CESL) in 2018. This activity is a cooperation of State University of Jakarta (UNJ) Indonesia, The Head Foundation Singapore, and The University of Queensland Australia. This activity aims to professional development in the end of the program Teacher must be apply their skills to the schools where they teach. The effect of the activity will be (Puri, 2020).

The novelty of this research is to look at CESL professional activities in detail from the management to produce a program that can change the literacy skills of elementary school students .Based on the results of the "Most Littered Nation in the World" study conducted by Central Connecticut State University in March 2016, Indonesia was ranked 60th out of 61 countries about reading interest. Indonesia is exactly below Thailand (59) and above Botswana (61). In fact, in terms of infrastructure assessment to support reading Indonesia's ranking is ranked 34th above European countries (Hurry, Flouri, & Sylva, 2018). This fact shows that Indonesia is still very minimal in utilizing infrastructure. Because the indicator of the success of growing interest in reading is not always seen from how many

libraries, books and mobile library cars. Reading can be a culture that requires several stages (Hariyani, 2020). First, teaching children to read, then getting children to read until they become characters, after that they become culture.

This research is very important in order to give an idea that there are still at least the number of teachers who can participate in this activity (Suardipa et al., 2018). the renewable element of this study is to analyze the Certificate in Educational Studies in Leadership (CESL) program directly starting from the participation and final results obtained by teachers who have participated in the activity (Filges et al., 2019).

Based on and seeing those facts and needs, the author aims to analyze after the teacher performs Certificate in Educational Studies in Leadership (CESL), with the profession the teacher makes literacy movements in the school where teaching. Literacy movement is created in a way, establishing a reading corner and evaluating the extent to which literacy movements are increasing in the school.

METHODS

This research uses qualitative approach methods with descriptive methods, descriptive methods are methods that explain or describe a fact, data, and research objects systematically and according to natural situations (Sugiyono, 2018). In relation to the research, the results emphasize more on meaning than results, and the results of the study are non-binding and may change according to the conditions faced in the research field and are underachieved and written in the form of words or descriptive based on facts in the field (Sugiono, 2016). The purpose of this research is to obtain a complete and detailed picture of the professionalism of teachers who follow the "Certificate in Educational Studies in Leadership (CESL)" towards the literacy movement in Tugu Utara 19 primary school. Time and Place research was conducted at Tugu Utara 19 primary school. The research was conducted intensively within three weeks. Subject of research is one teacher at Tugu Utara 19 primary

schools who participate in "Certificate in Educational Studies in Leadership (CESL)"

The data analysis technique used in this study is using Milles and Huberman models. The analysis in the research is done interactively. The analysis of the data is as follows:

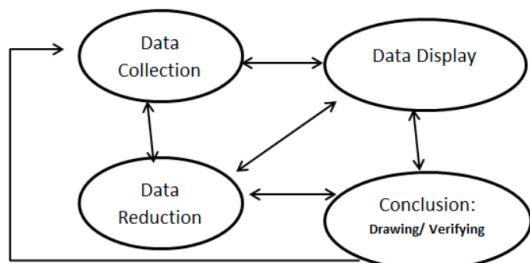


Figure 1. Interactive Data Analysis of Huberman and Miles models

This stage of research is done through three stages are: the reduction stage is done to determine relevant, meaningful, and important data based on the research done and get the data that researchers need (Bungin, 2015). The presentation of data (data display) data obtained in this study is presented in the form of a narrative brief (with text). Verification researchers will draw or draw conclusions by providing explanations of data retrieval activities through observations, interviews, and supported by documentation (Miles, Huberman, & Saldana, 2014), data obtained through various sources namely, semi-structured interviews, non-participant observations, and documents (Santosa, 2015) then categorized data and then in inter perception. Triangulation is done to check and check the validity of data.

RESULTS AND DISCUSSION

Results of research and discussion the results of this study are seen from the project that was carried out after participating in the "Certificate in Educational Studies in Leadership (CESL)" program and in discussions discussed the extent to which the program can have a major effect on the literacy movement at Tugu Utara 19 primary school (Dall’Alba, 2009).

Transformation Action Plan

Teacher be agent of change must be have Higher order thinking (Andrian, 2018) This project is made based on the timeline that has been made at the beginning of the project by creating a Gantt chart to create a schedule direction and remain or in accordance with the path or track does not go out of track or time (Jr & Meister, 2000). There were revisions throughout the course of this project. Both giving titles that are more valuable and adding to the outputs and outcomes of this project (Steele, 2009). This project runs from March to July 2018 and ends with the Project Completion Report on August 2018, cognitive corridor is the utilization of empty space into a reading center with the aim of improving literacy ability, by placing several reading books and learning media that can foster students' literacy movement (Lara, 2020), this reading corner was founded as an external result of CESL professional activities carried out at Tugu Utara 19 primary schools teachers who participated in the activity.

PROJECT NAME : COGNITIVE CORRIDOR

AIM PROJECT :
Increase the student's literacy habit in school through optimizing Classroom Corridors

PROJECT DESCRIPTION :
Transforming Classroom corridors Into Cognitive Corridors

RATIONALE :

- ❑ Regulation No. 20/2003 about National Education System
- ❑ Ministry of education Regulation No. 24/2007 about Facilities and Infrastructure in Schools
- ❑ National Curriculum 2013
- ❑ Ministry of Education and Culture No. 23/2015 about the growth of character in which the implication of literacy movement that's called "School Literacy Movement"
- ❑ Regulation of Presidential RI Decree No. 87/2017 about Strengthening Character Education Including the School Literacy Movement

Figure 2. Project output in Certificate in Educational Studies in Leadership (CESL)

This project runs according to the timeline chart, which is made only in May 2018, must be stopped or break came along in the month of May 2018, because it coincides with the schedule of elementary school final examinations in Indonesia. Even though it had to be stopped and disrupt the transformational plan for about 2 weeks in May. This project still had to continue with a lot of struggle considering the timeline that was made in the Gantt chart project (Marji, 2014).

The evidence of transformation from this project is that there is a transforming school corridors into cognitive corridors, where the evidence of these changes can be seen directly in the final results or outputs of this project, as follows:

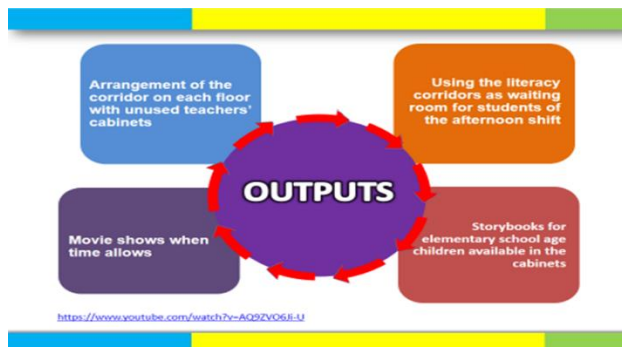


Figure 3. Output in Project Transforming Classroom into Cognitive Corridors.

Literacy movement will be successful if made based on a detailed plan (Teguh, 2017) Evidence of transformation with the cognitive corridor project can be carried out and implemented and activities run well. As for the outcome to be achieved from this project are: Improvement in students' interest in reading, Students' opportunity to use the free-time more effectively and more interaction between teacher and students (Jr & Meister, 2000).

Output evidence

Talking about the main issues and the Situation in Leadership that I am facing right now in my school, one of which is the ability of children in terms of reading. At least increase reading interest of children, who were not supported by school programs and parents at home. So that literacy level of learners is very less (Alder, 1970). And I want to implementation of a form of School-based Management (SBM) that is to optimizing classroom corridor or to arrangement of the corridor of each floor that is filled with unused teacher cabinets in to Literacy corridor that function is waiting for student who parallel student to enter the class and can wait while reading a book in the literacy corridor (Teguh, 2017). This is closely related to improving the ability to read or literacy students (School Literacy Movement) by doing reading habituation in addition to reading activities before the start of study time (Zahra A., Asnimar, Srirarasati, 2017).

Speaking of literacy in the context of the School Literacy Movement (SLM) is the ability to access, understand, and use something intelligently through various activities, including reading, viewing, listening, writing, and / or speaking (Abidin, 2018). Base on the policy or regulation No. 20/2003 about National Education System.



Figure 4. Proses Transforming Classroom into Cognitive Corridors.

This is as stated in the Regulation of the Minister of Education and Culture No. 23 of 2015 about the growth of character in which the implication of literacy movement that must be implemented in every school called the school literacy movement (Hariyani, 2020). In which the SLM (School Literacy Movement) strengthens the movement of character development now known as Strengthening Character Education (SCE).

Based on this project process, there are 4 stages of the process, are as follows: first Project Introduction, where the project will be carried out notified of routine meeting containing all teachers and education staff in the school without exception. Second Team Formation, where from the beginning of this project all teachers and staff education is involved, but there are core or special teams involved so that the implementation is more focused and optimal. Thirth Project Design, make the project implementation plan run smooth and involving all school stakeholders. Fourth: Report and Feedback, the gradual report from the beginning initial - process - at the final stage, and have evaluation and feedback from all school stakeholders, especially teachers and education personnel in Tugu Utara 19 Primary School. Evaluation and feedback in the form of a questionnaire regarding the results and implementation of

cognitive corridors in schools (Danielson & McGreal, 2000). As well as suggestions and input from teachers and education personnel for the continuation of the project or input for other project ideas in the future.

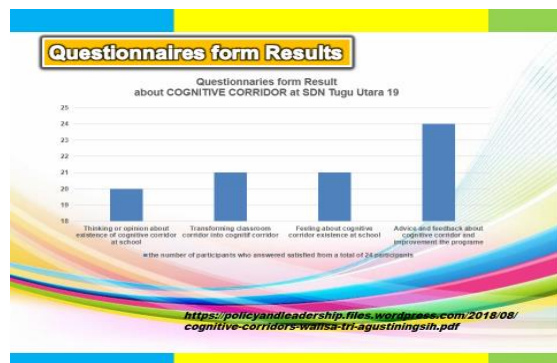


Figure 5. Results about Cognitive Corridor at Tugu Utara 19 Primary School.

The result of the survey given a questionnaire to teachers' and education personnel 24 sample response is a follow: The 1st question is about the cognitive corridor in school. Teachers and education personnel (Filges et al., 2019), as many as 20 respondents, amounting to 83.3% chose a scale of 5 (excellent) that almost 80% of teachers and education personnel answered that they really liked the literacy corridor in schools (Namamba, Adam & Rao, 2017).

The opinions of teachers and education personnel about transforming classroom corridors into cognitive corridor, and as much as 87.5%, namely 21 teachers and education personnel answered that they were very satisfied (Excellent) about the changes in the classroom corridors' that used to contain the teacher's cabinets' and were very messy (Xaso, Galloway, & Adu, 2017). Cognitive corridor that has many benefits, one of which is the parallel waiting room for students (afternoon shift). And it looks to be clean and neat.

Same result with question number 2, there are 21 teachers and education personnel (Visković & Višnjić Jevtić, 2017), namely 87.5% answered very happy (scale 5 - Excellent), a number of teachers and education staff feel happy with the cognitive corridor where children can use their free time to reading storybook activities and the teacher can more easily monitor students before entering the next parallel class, and make attachments between teachers and students (Alder, 1970).

4th question- the last question is advice and feedback about overall review and about improvements to the next school project (Yukselturk & Altiok, 2017). Because the answers are in the form of teacher and education suggestions, the result is that a cognitive corridor is can continue made on the 3rd floor for senior high-class primary students (grade 4 until grade 6), or create a literacy garden or reading area in the downstair corridor or on the side of the school so can all students take part in the school literacy movement program (Antasari, 2017).

CONCLUSION

Through the "Certificate in Educational Studies in Leadership (CESL)" program teachers can develop their professionalism, evaluation activities at the end of the program are scattered resulting in teachers as agents of change. "Cognitive Corridors" project making can improve literacy movement at Tugu Utara 19 primary school, researchers advise the following researchers to research the level of success of professional development programs.

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