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A TRAINING MANAGEMENT MODEL BASED ON CONTINUOUS PROFESSIONAL DEVELOPMENT FOR ELEMENTARY SCHOOL TEACHERS

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Abstract

The presence of teachers in the education cannot be separated from the overall good personal life, in the family and in society. Therefore, the teachers have considerable responsibility in creating an effective national life. The responsibility of the teacher in the development of the nation, at least it can be seen from four dimensions, namely the teacher as a person, teachers as an element of a family, teachers as an element of education, and teachers as an element of society. Teacher's responsibility for the participation in national development must begin with the spirit of nationality itself. Professional competence development in the realm of teachers professionalism is not different in terms of professional development for teachers proposed fixing credit score in terms of promotion. Professionalism of teachers are required to continuous develop in accordance with the times, science and technology, and the needs of the community headway. Including the need for qualified human resources and has the capability to be able to compete in regional forums, national, and international levels. Many things are required to be a professional teacher.

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INTRODUCTION

The essential role of teachers cannot be replaced by anything. This is in accordance with Article 1 of Act no. 14/2005 on Teachers and Lecturers, which states that teachers are “professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating the students on early childhood education, formal education, primary education and secondary education. Continuous professional development programs (PKB) are directed to close the gap between the knowledge, skills, social competence and personality that they have now to meet the future demands associated with that profession. PKB activities are developed on the basis of teacher’s performance profile as the embodiment of Teacher’s Performance Assessment results are supported by the results of self-evaluation.

The initial data of need analysis of professional competence training is based on professional competence elements and continuous professional development implemented in accordance to the need of teachers on a daily basis that consists of three components of activity. They include self-development, scientific publication and innovative work. The preliminary study through questionnaires of the need of training for continuous professional development found that first, on the need to develop professionalism continuously through doing reflective actions and taking advantage of information and communication technology for the self-development by research or scientific journal writing, 30 respondents answered very high with the mean on each of the need components is 4.06 (8 respondents stated very important, 19 respondents said important, and 3 respondents answered not so important)

Second, on the question on the need upon the type of training desired by elementary school teachers in order to improve professionalism at school, the mechanism of scientific writing in the form of journal is very high in which the mean is 4.20 (14 respondents stated very important, 12 respondents said important, and 4 respondents answered not that important). It indicates that the need for professional training to support the duty of elementary school teachers is immensely high.

Based on this background, it is necessary to develop a training management model of professional competence for elementary school teachers which departs from existing models, because so far there has been no research on the development of a training management mo-

del for professional competence based on continuous professional development for elementary school teachers with reflective action. Mantjia (2008:74) states that educational management is institutional management that aims to support institutional and implementation of teaching and subjects. Educational management put various management functions that aim to streamline and define the purpose of education. According to Terry (2003:1), “management is a process or framework, which involves guidance or direction of a group of people toward organizational goals or intentions is real.” Siagian (2002:2) points out that “management is the art of obtaining results through a variety of activities performed by others.” Furthermore, Martoyo (2000:3) says that “the very nature of management is a collaboration of people to achieve a goal agreed upon with the systematic, efficient, and effective.” Wahjosumidjo (1985:94) suggests that “management is the process of planning, organizing, leading, and controlling organizational members as well as resource utilization across the organization in order to achieve the goals set.”

In this section, the authors used Terry’s approach of management (2006:73) with four elements of management functions, namely: (1) planning, (2) organization, (3) direction, (4) evaluation. There are some key aspects in the management functions, and Terry’s approach will be used as the basis for subsequent discussion. Managerial functions include planning, organizing, directing, and monitoring. *Teacher’s competence as stated in Government Regulation No. 19 year 2005 covers four competences: pedagogical, personality, professional, and social competence. Specifically, classroom teachers of elementary school must hold a bachelor degree majoring elementary school teacher education with four competences: (1) the ability to understand students deeply including the understanding of intellectual, social, emotional, physical characteristics as well as background of the students as the foundation of teacher or teacher candidates to optimally develop the potential of students; (2) the ability to master the subject-matter, including the content knowledge and related disciplinary content knowledge, not to mention the ability to choose and develop the subject-matter in order to become learning material in line with the curriculum context and the need of students (pedagogical content knowledge); (3) the ability to conduct educational teaching and learning process, including the ability to plan and teach, the ability to assess the result of learning, and follow up the result of assessment for refinement of the study continuously; (4) develop professional skill continuously, empha-*

sizing the ability of teachers in taking advantage of each opportunity to develop the professionalism so that the teaching learning activities always prioritizes the students. Profession is a job which demands particular requirement. It means that a profession offers a service in accordance with the knowledge understood by particular people in which it is formulated and implemented to fulfill the need of clients, in this case the society. One of the examples of profession is teacher. In doing his/her profession, a professional should refer to the standard of profession. Teachers as teachers or educators is a determining factor of educational success in schools. The main task of the teacher is to provide knowledge (cognitive), attitudes / values (affective), and skills (psychomotor) to the students (Rafli, 2009:79). The word 'professional' derives from an adjective which means the ability to carry out a work. As a noun, professional is about the person doing a profession by using proficiency for a living. According to Wirawan, professional is a person doing a profession with a minimum bachelor degree and following profession education or graduated from profession examination.

METHODS

The initial concept of professional competence training models are developed based on: (1) training component as a system, (2) reviews on the theory of reflective thinking ability and attitude, and (3) the condition of the training results of the initial survey. The things that need to be explained in the implementation function to develop a training model of professional competence based on continuing professional development, are described as follows.

This research applies Research and Development (R & D). This approach was chosen because R & D is the research method used to produce or develop a product or a specific model and to test the effectiveness of the product or model (Sugiyono, 2009:407).

The design model of R & D according to Borg and Gall (1983:775-776), contains 10 steps. Based on 10 steps above, Sukmadinata (2006:176) modifies them into three steps of research and development: (1) initial study as the need and content analysis, (2) development steps as design, development, and evaluation, (3) steps of testing the effectiveness of the product as semi-summative evaluation.

RESULTS AND DISCUSSION

The results of the preliminary study stage research as a form of analysis needs in getting the results of the study are as follows:

In carrying out the responsibility of professionalism, the teacher's competence is divided into three parts: (1) cognitive competence, the intellectual skill, such as teaching skill and personal behavior, (2) affective competence, the readiness and skill of teachers related to the work in their profession such as appreciating the work, dedicating themselves to the subject-matter, and (3) behavior competence, the skill in behaving, such as giving guidance and assessment. Continuous professional development is a tool for teachers to change for the interest of the students. Therefore, all students hopefully gain more knowledge, demonstrate better skill and have deeper understanding about the material not to mention be able to show what they have learnt and able to do it. Continuous professional development covers a number of methods and/or approaches in which teachers simultaneously learn after getting the initial education and/or training as a teacher. *Training, well-known with the term of in service training, is a form of personal development program as one of the links in personnel management.* Abdurrahman (2007:5) explains that education and training of professional, pedagogical and social competences are obtained by teachers through studying at the university as well as training. Further, training will be effective if it refers to the basic principles of training management

Principles of Training and Education

Agus (2006:56) states that a good trainer has a professional attitude in the face of duty, namely: (1) trainers should be friendly and have a sense of humor but not too much attitude to trainees, (2) trainers should have self-control, enthusiasm, honesty, sincere, polite and discreet, (3) trainers should have knowledge of what is to be taught and are not adapted to the abilities of trainees, (4) training is a process of communication, (5) training is an effort to manage the training materials into something that is meaningful and easy to understand, (6) a good training is a creative business.

Training Models

Goad, in Nedler (1982:11) describes the model of training into several steps in which the

cycle of training that consists of (1) analyzing to determine training requirements; (2) designing the training approach; (3) developing the training materials; (4) conducting the training; and (5) evaluating and update the training.

Table 1. The mean score of the required aspects of training package

No	Elements of the needs of the expected training component	The mean score
1	Academic material of training	3.36
2	Training program	3.29
3	Form of training	4.29
4	Instructor of training	4.00
5	Training facilities and infrastructure	3.31
The mean score		3.65

Source: Research Data (processed 2012)

Table 2. Forms of training activities that already have been achieved

No	Training Activity	The mean score
1	Preparation of teaching materials	2.23
2	Research	2.00
3	Writing Classroom Action Research	1.73
4	Preparation of RPP	3.00
5	Writing Journal	1.73
6	Preparation of learning media	3.20
7	Preparation of writing questions	3.00
8	Use of appropriate technology	2.33
9	Teacher evaluations	2.00
10	Teacher competency	2.23
The mean score		2.34

Table 3. Expected activities forms of education and training

No	Expected Type of Training	The mean score
1	Utilization of information and communication technology	3.00
2	Preparation of the curriculum and learning tools	2.75
3	Functional activities	2.90
4	Pedagogical competence	3.00
5	Personality competence	3.10
6	Social competence	3.05
7	Professional competence	4.10
8	Classroom Action Research	4.30
9	Qualitative Research	4.00
10	Quantitative research	4.00
11	Preparation of textbooks	3.10
12	Preparation of enrichment books	2.75
13	Creating teacher's manuals	2.40
The mean score		3.26

The steps can be described into the following scheme

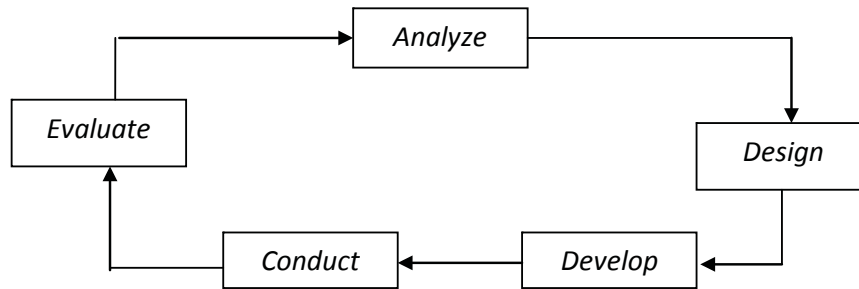


Figure 1. The five-step-cycle of training from Goad (1982:11)

The Developed Model

The preliminary concept of management training model of professional competence is as follows:

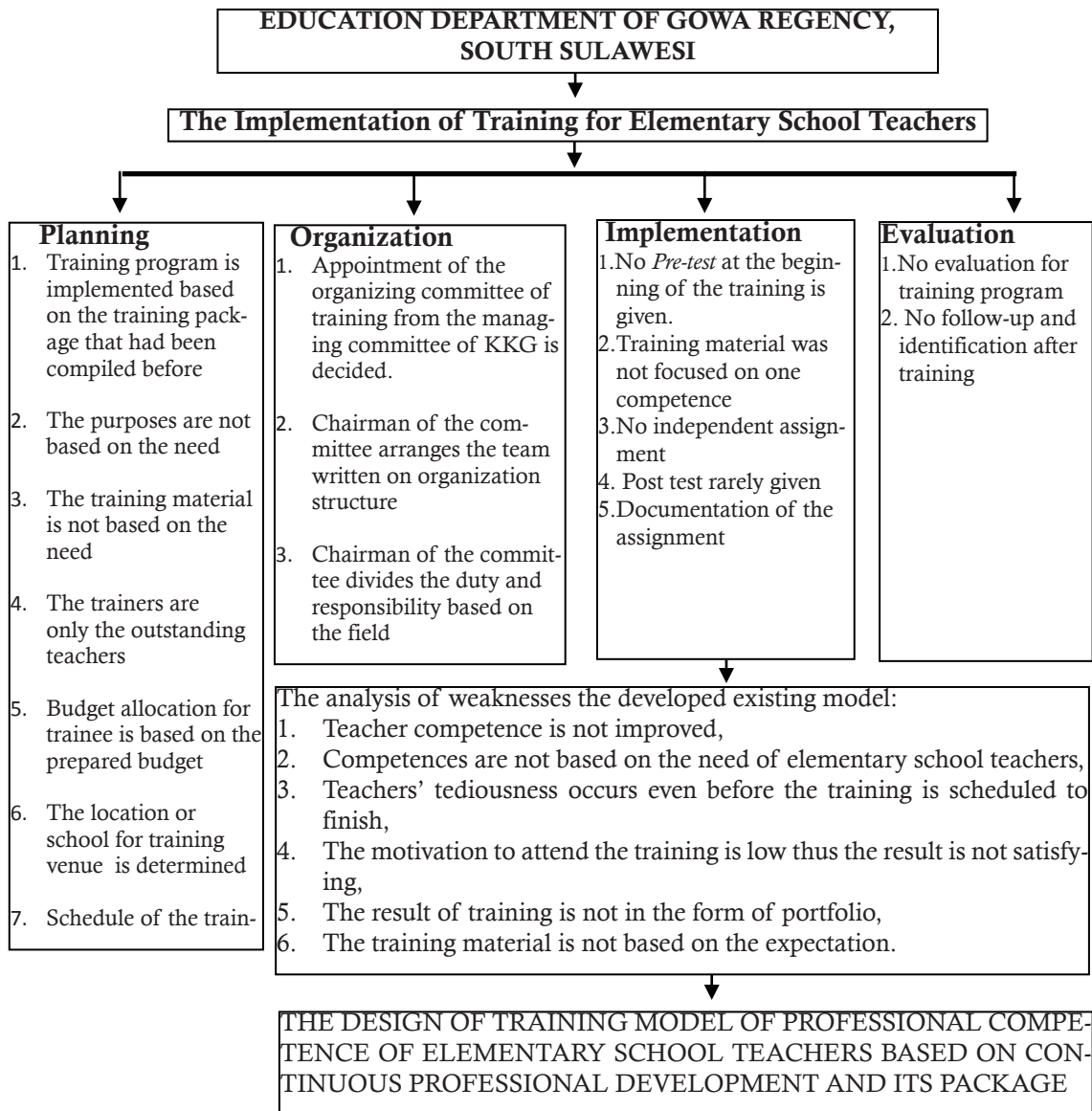


Figure. 2 The preliminary training model as the implementation

Design of Training Model of Professional Competence based on Continuous Professional Development

The focus of development is on the process of training implementation.

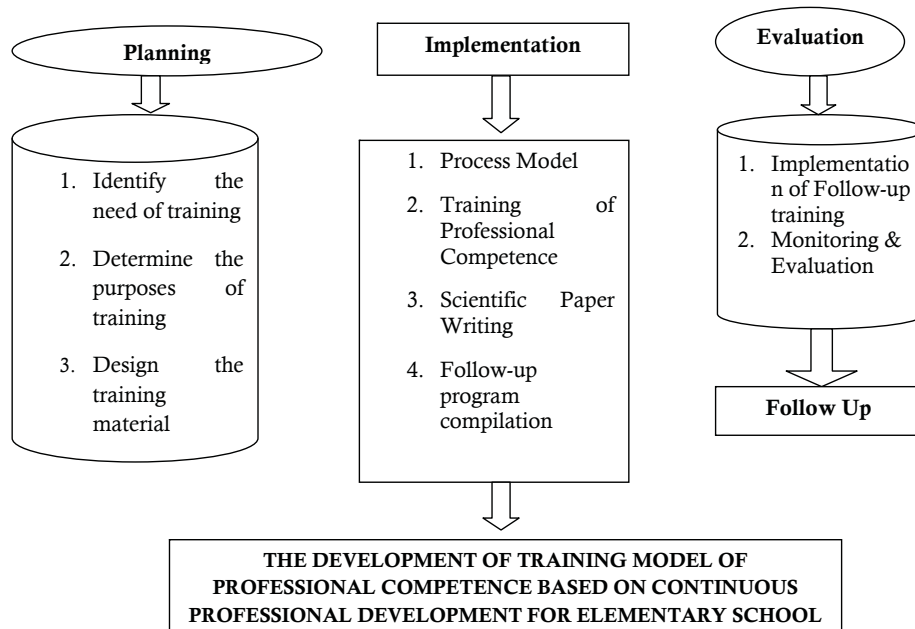


Figure 3. Draft of Training Management Model of Professional competence Based On PKB

CONCLUSION

Based on the results of questionnaires on professional competence training needs based on the continuous professional development, it is found that the needs for professional competence in the education and training of primary school teachers in Gowa Regency is high with a mean score of 3.65. The poll found that the form of training that has been earned by elementary school teachers is less than adequate with a mean score of 2.34. This suggests that the teachers follow inappropriate training in particular on professional competence. Based on the results of the questionnaire, it was found that the types of training activities are expected by teachers to improve high professional competence with a mean score of 3.26, indicating that the teachers need training professional competence especially to improve their professional ability.

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