

# New Paradigm of Teacher Profesional Development

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**Abstract:** Teachers are a determinant factor in teaching and learning process. Nevertheless, the results of teacher competence test, released by the Ministry of Education and Culture Indonesia in 2015, show teachers' pedagogical and professional aspects are less satisfactory. Nationally, the new teacher averaged a score of 45.82. Teachers are the most decisive milestones in the success of learning and the quality of education. Teachers occupy the most decisive position in promoting school quality. Teachers are the keys that determine the direction of how school education and service programs work. Many experts argue that the quality of the education system cannot be more than the quality of the teacher. The quality of education will never exceed the quality of teachers. Therefore, this study examines the discourse of teacher professional development about how they are facing today's challenges and how the new paradigm of teacher development today.

## 1 INTRODUCTION

The result of the national teacher competence test shows that Indonesian teachers' average achievement on pedagogic and professional aspects is not satisfactory (Suryaningsih, 2015). Nationally, the new teachers have an average score of 45.82. Teachers are the most decisive factor for students' learning success and the quality of education. According to Hanushek and Rivkin (2006), teacher quality is the determinant of the school quality. Teachers occupy the most decisive position in promoting school quality. Teachers are the key that determines the direction of how education and service programs in school work. This happens not only in the context of learning in school, but also in the more progressive context. McKinsey (2010) mentions "the quality of an education system will never exceed the quality of its teachers". The quality of education will never exceed the quality of teachers. The quality of education is determined by how the quality of the teacher is. This influence is also related to students' learning success. Hattie (2012), from University of Auckland, uses meta-analysis to estimate the effect on students' achievement of several determinants. He reports that teachers are very dominant in the success of students' learning. The influence of teachers reaches 30%.

Therefore, it is important to interpret the essence of teachers more positively, to understand teachers' challenges and problems surrounding. In addition, it is necessary to understand the new paradigm of teacher development and appropriate approaches to improve teachers' capacity and professionalism.

## 2 TEACHER'S PRINCIPLES

In the Government Regulation of Republic of Indonesia No. 74 on Teacher, teachers are defined as a professional educator. Their main task is to educate, teach, guide, direct, train, assess, and evaluate learners. This task is relevant for all levels of formal schools in Indonesia. In addition, the teacher is a role model for students. Because teacher is an ideal prototype, teacher is considered a complete entity.

According to the regulation, teachers have several important functions. Teachers are the principal educators in the school. Teachers are a counsellor for all students problems, either cognitively or personality issues. Teachers are scientists who develop knowledge and transmit knowledge to their students. Teachers are role models who have the noble personality. Teacher is a communicator who conveys good messages and ideas. Teacher is a reformer because she is present bringing new insights

important for the future and student capacity building. Teachers are instructors who carry out learning in school. Because of the complex teacher's meaning, being a teacher is full of responsibility.

In the Government Regulation of Republic of Indonesia No. 74 Article 2, to become a teacher, applicants must have academic qualifications, competencies, educator certificates, physical and spiritual health, and as well as the ability to realize the goals of national education. This requirement is quite heavy. Prospective teachers must meet academic qualifications, at least a graduate of S1 or Diploma IV. Teachers are also required to have good competence on pedagogical, professional, and personality aspects. In the Act of Republic of Indonesia No. 14/2005 on Teachers and Lecturers, to be a teacher requires a perfect personality. It includes being (a) faithful and pious; (b) noble; (c) wise and prudent; (d) democratic; (e) steady; (f) authoritative; (g) stable; (h) adult; (i) honest; (j) sportsmanship; k. example; (l) objective in evaluating its own performance; and m. self-learning – a teacher must develop themselves independently and sustainably.

### 3 TEACHER'S CHALLENGES AND PROBLEMS

Indonesian teachers deals with various social dynamics. The dynamic is the impact of social and technology change. Change is a discontinuous process of community order (Abdurrahman, 1995). The social change is followed by an adaptation process. According to Quraish Shihab (1994), changes will occur if two pre-conditions are met. The pre-conditions include (1) the existence of new values or ideas and (2) the existence of following or imitating behaviours. New values and imitations trigger social change. Change is a necessity and applies absolute as time or history. Change will still exist because science, philosophy, society, technology is constantly evolving.

Changes occur at two levels: (1) fundamental change, which means a shift in the paradigm of human role, cultural and social change; and (2) the capacity to change, which means the increase in speed responds to what is happening around humans.

Therefore, teachers as professional entities will be greatly influenced by the new paradigm. They must adapt to change and change according to the demands of the times.

However, the change and challenges have not been responded appropriately by Indonesian teachers. A teacher usually gets adequate training opportunities once in 5-8 years. USAID priority (2015) mentions a dilemmatic condition of many teacher professional development program in Indonesia:

- Programs are not planned accordingly to teachers' needs and conditions.
- Programs have not been efficient and collaboratively planned with learning communities.
- Teacher training program has not yet become a collective awareness of all educational stakeholders.
- Programs are not managed according to 'good practices' in training. Limited training has utilized appropriate guidance, modules, instructors, facilitators, and unsustainable practices.
- Programs do not follow the principles of PAKEM (entertaining, effective, creative, and active learning).

This condition might affect teachers' achievements in the national competency test. In the test, teachers averaged unsatisfactory scores.

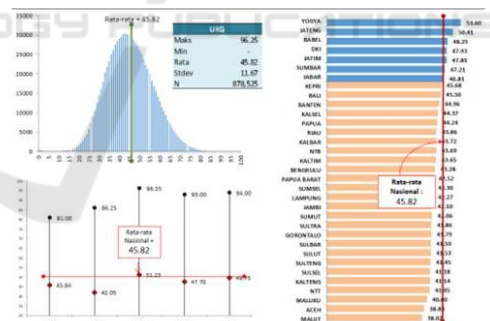


Figure 1: The Result of National Teacher Competency Test (USAID Prioritas 2015)

Figure 1 shows the lowest score (36.02) found in North Maluku Province, while the highest (55.60) in Yogyakarta Special Region. From the distribution of teacher competence in Indonesia, there is an imbalance between the competence of teachers in cities and districts (See Figure 2).

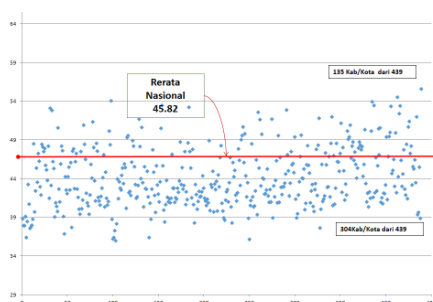


Figure 2: The Distribution of Teacher Competence in Indonesia (USAID Prioritas 2015)

Teacher training is intended to update teachers' knowledge, science, policy, self-meaning, and task relevance continuously to the standards. Training program is a process of service for teachers to provide the information they need to support their job satisfactorily.

From the picture above, 304 (out of 349) regions in Indonesia got scores below 45.82. Meanwhile, there are only 135 (out of 349) districts in Indonesia getting higher scores. The data also show a tendency of decreasing competence after entering the age of 40 years and over.

Good training can be designed gradually. For example, needs analysis is conducted first before instructional design. An analysis of teachers' needs is important to determine the goals and strategies.

Clear goals and objectives will help the achievement of training objectives. The preparation of a training strategic plan is also important in adapting innovative models and data-based analysis. This valid data allows overcoming the teacher training crisis.

Teachers need to understand the new paradigm of human resource development in organization and management. There are at least eight trends of human resource development that is important to understand the teacher.

- Computer revolution/ information system/ digital era – In this digital era, the teacher must have computer literate. Diane Lapp, et al. (1975) stated through the use of computer-assisted instruction the interest, motivation, and range of information provided to students can be greatly expanded.
- Adult and lifelong education. – Teachers have to keep learning. They cannot stop and feel enough with their knowledge. Education science develop very fast. So, teachers need to keep

updating themselves. Additionally, students point of view continues to grow, curriculum continues to be influenced according to academic and social orientation, the source of learning increasingly diverse.

- Increasing internationalization and competitive business – Today's education deals with internationalization and competitive business trends, hence teachers must also be qualified. Education demands quality and service standards. A qualified teacher ensures that the services and education of the child are adequately served and protected from meaningless errors.
- Transformation of labor and work that relies on muscle power to the knowledge base – An insightful teacher will have a place of honor. Teachers with a priority of more insight will take precedence over every important moment of school. Teachers should respond to these symptoms by continuously updating their insights. All the educational elements of its goals, organization, content, environment, evaluation and instruments continue to adapt to the new demands of society.
- Re-placement of courses and seminars with curriculum and literature in accordance with the new paradigm – In-house training, active learning seminars and workshops, curriculum development workshops with an active approach and a hands-on facilitator will provide a progressive training of experience, stimulate teachers to perform, see and experience firsthand experience during the training.
- Increasing consumers' sophistication and sensitivity to a style of trendy behavior or product (actual activity). Teachers must answer the challenges. They must continuously updated.
- Increasing interdependence between public and private sectors (partnerships / alliances) – Independence and the demands of autonomy enable a strategic partnership among institutions, organizations, and all

stakeholders interested in education. Teachers in this situation cannot just be spectators but must be pro-active to seize opportunities and participate in developing quality programs.

- Increasing mutually beneficial symbiotic relationships – Networking and strategic alliances to support fund raising that enables mutual cooperation are required. This is all related to the development of educational institutions and capacity building opportunities for teachers and leaders and education personnel. Positive relationships and participation will ensure that the school is effective. Ying She (2004) affirms that school effectiveness is a major concern for education personnel. Positive relationships and participation will ensure the school is effective. Ying She (2004) ensures school effectiveness is a major concern for educational administrators, teachers, students, parents and community members.

Following this trend, teachers can respond positively to fulfill the increasingly complex task of teacher. The ability of teachers to meet job demands will be determined by several indicators. Some experts recommend how to build good performance (Gibson, 1987; Locke and Latham, 1990). Performance Indicator can be seen from several things; namely teachers' ability to perform tasks, teachers' commitment to their profession, teacher's ability to make feedback, to understand task complexity, to solve situational constraints, to understand goals and direction, and to have diligent effort and persistence, and have strategy in performing task (Locke and Latham, 1990). However, in a slightly different framework, teacher performance standards and indicators can be seen from the following six standards (Murray, 2002).

- knowledge, skills and disposition
- assessment and evaluation system
- field system and clinical practice
- diversity
- qualification, performance and development;
- Governance and resources unit.

Based on the McKinsey' study (2010), improved quality of teachers, principals and supervisors of pre- service can be pursued through the recruitment of prospective teachers, teacher education and teacher certification. While improving the quality of teachers, principals & supervisors can be done through the development of sustainable profession, coaching/mentoring and career path. The teacher professional development model of the Ministry of National Education and Culture in Indonesia is conducted through a competency test, a performance assessment, a continuous professional development.

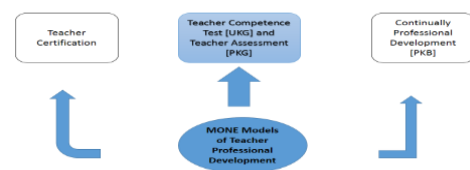


Figure 3: Teacher Professional Development (Kemdikbud, 2012)

## 4 CONCLUSIONS

The ideal concept of teacher is developing. Teacher is no longer understood simply as a person who works, and stands in the classroom without being influenced by the various demands. Being a teacher is not just a job for earning money. Teachers are bound by rules, laws that require professionalism, competence; both pedagogical, professional, social and personal competence. Teachers are required to continue and develop themselves and understand the changes related to education and the problems. Therefore, teachers must develop themselves in a sustainable manner according to the demands and changes prevailing today. Change brings a new trend that teachers should constantly learn and upgrade their capabilities in accordance with the changes.

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