

Teacher Professionalism Development Planning

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Abstract: This study aims to: (1) describe activity planning; (2) describe time planning; (3) describe the planning of funds; (4) describe the program's sustainability planning. This research uses a qualitative approach used to answer the research focus, namely how to plan teacher professionalism development for activity aspects, time aspects, fund aspects, and program sustainability aspects.

Keywords: Planning, professionals, teachers

1. Introduction

Baedhowi (2008) stated that teachers as professionals are required to validate their knowledge both through self-study and through government-instituted coaching and development programs. Efforts to increase the professionalism of teachers that can be done through seminars, training, and education activities. Teacher professionalism development activities are continuous, relentless, and there is no tipping point for truly final professional abilities.

Professional development planning requires extensive study and thinking while remaining focused on the objectives and objectives of education and it involves various elements of interest in achieving these goals ranging from the elements of teachers, schools, education departments, and external parties. If various policies are considered in line with the current school development plan. These policies involve the readiness of all components in the school, especially teachers, especially in anticipating various community expectations, so that teachers need to be prepared to truly become professionals.

Currently, several phenomena show that the planning of professional development of teachers at the level of education, schools, and teachers has not been as expected. The existing professional development planning has not considered the real needs of teacher development as a professional in line with the vision, mission, and objectives of the school and the objectives of education at large because it is still general in nature. In the context of regional autonomy policy, where some of the development planning and improvement of teachers' abilities are part of the responsibility of the education office, but the facts in the field show that the planning of professional development of teachers in the education office has not been based on the needs of real teachers.

It is known that the planning carried out by the Palembang city education office is more general in nature, not for individuals. Therefore, in an effort to develop teacher professionalism, all teachers are required to qualify for undergraduate education (S1). Currently, there are several schools in the city of Palembang which stipulate that teachers must qualify for a postgraduate education (S2). This is done as a school effort to increase teacher insight. So far, the professional development of teachers, both carried out in schools and in the education office, has never personally accommodated the needs of teachers. Teachers are only waiting for programs that have been planned by the school and from the education quality assurance institution in the education office. Teachers can develop their professionalism through seminars, workshops, training. Usually, teachers develop it through those from the top down, for example from the province (provincial education office), the Education Quality Assurance

Agency (hereinafter abbreviated as LPMP), and the central...

Ideally, teacher professional development is carried out simultaneously, namely synergizing the dimensions of needs analysis, provision, recruitment, selection, placement, redistribution, performance evaluation, continuing professional development, supervision of professional ethics, and so on. For that purpose, it seems that a new legal product is needed that regulates the synergy of teacher management to create harmony in related dimensions and institutions. However, the fact is that the current professional development plans that schools and teachers have been still general in nature and have not been based on individual teacher needs. Planning for the professional development of teachers in schools still tends to use the waiting pattern of various development policies provided from above, such as those carried out by the City Education Office, Provincial Education Office, LPMP, and other institutions. Although teachers themselves generally have a desire or wish that the professional development of teachers who are personally planned according to the needs of their assignments, until now this has not been comprehensively realized.

The results of research by Ahmad Sabandi (2013), with the title of educational supervision for the development of sustainable teacher professionalism, in scientific journals of education science, UNP, vol. xiii no.2 of 2013, it is known that the approach to improving teacher professionalism can be done by using supervision techniques, fostering a learning organizational culture, and training activities. By using this approach, an increase in institutional

performance can be carried out through continuous improvement of teacher professionalism, both individually and in groups.

Therefore, the novelty of this study that distinguishes it from previous research is planning as a basic concept for formulating teacher professional development programs with the stages of planning teacher activities, time, funds and program sustainability.

This study uses functional theory, which is a theory that is developed more based on planning thinking with a more target oriented planning orientation based on conjecture so that planning products are more instrumental or top down.

Based on the background problems, the research problem formulation is as follows: How is the planning for the professional development of teachers in SMA Negeri 6 Palembang? With the following research questions: 1). How is the planning of teacher professional development activities? 2). How is the planning of teacher professional development time? 3). How is the planning of the teacher professional development fund? 4). How is the planning for the sustainability of the teacher professional development program?

2. Methodology

Based on the formulation of the problem, this study aims to describe and analyze teacher professional development planning which includes planning activities, time, funds, and the sustainability of teacher professional development.

This study used a qualitative descriptive approach with data collection techniques including (1) interviews; (2) observation and (3) documentation study. Informants were selected using purposive sampling technique. The credibility and validity of the data used triangulation and member check techniques. Data analysis using Miles and Huberman's model includes data reduction, data presentation, and verification. The research location is in State Senior High School (SMA Negeri) 6 Palembang, South Sumatra.

3. Results and Discussion

3.1. Planning of teacher professionalism development activities

Some professional teacher development activities are carried out based on their willingness to be more advanced and developed. Although there are also several other reasons such as to increase the rank level or obtain a certificate of professional educators. In addition to the teacher's initiative, it is also has been set through the school program. But there is another reason that often happens because the name of the teacher has been mentioned on the list of call participants, especially if the development program is carried out by external parties such as the centre for the development and empowerment of educators and education personnel (P4TK), agency quality assurance in education (LPMP), provincial education agency or other institutions. This teacher's professional development activities such as seminars, pieces of training, administration or workshops, and others. In this case, the external parties determine the activities participated by participants, even the name is determined by external parties and the calling participants is directed to the education agency and school. Furthermore, State High School (SMAN) 6 also conducts planning of teacher professional development activities, namely by arranging several activities in school programs that are tailored to programs carried out by the education agency such as research programs, career development, and for teachers' promotion.

Another professional development activity planned by teachers is to carry on the next study. This activity is planned by teachers and schools together. The goal is to meet the requirements of the teacher certification program.

The Teacher Certification Prompts State High School (SMAN) 6's teachers, to have at least a master qualification. When viewed from the current number of teachers as many 64 teachers, 54 teachers have been certified and 10 teachers who have not. For the sake of this, the school sets program priorities through further educational activities. Currently, the Principal makes a policy by allowing teachers to attend further education. Currently, the school has many 10 teachers who have a postgraduate degree qualification and 3 teachers who are at the last progress of their postgraduate study.

Research activities, the initiative still comes from the teachers themselves. Teachers who will do their research by the rules, have to submit research proposals to the vice principal of curriculum affair and will be passed on the headmaster, although sometimes teachers can also directly submit proposals to the principal for approval. Another activity that becomes the choice of teacher professional development is self-studying by reading books that are relevant to teaching duties. This activity is a teachers' initiative who feel the need to develop themselves even if the program is not be planned by. As the informant said, "reading the book, all teachers have to read the book as a necessity, no one decisive, the initiatives arise from the teacher himself".

3.2. Time planning of teacher professionalism development

The time allocation of each activity is planned on the initiative of teachers and schools. For example, before a teacher teaches, he has to read at least 2 (two) times his preparatory, it is also necessary to follow the deliberations of the subject teacher (MGMP) at least once a month for development. This is determined through the quality management system (SMM) of SMAN 6 Palembang. Various reasons why the time for professional development is

difficult to plan. One of those reasons is having many teaching tasks or burdens. There are even teachers who teach 51 hours a week. Moreover, the number of students is quite large, it's currently 1153 students, is impacted on running development activities only in leisure time.

Furthermore, the study finds that 1). Planning time of teacher professional development is planned by either individual teachers, schools, and external; 2). Teachers need to adjust their time to the time of development activities determined by external parties such as lecture schedules, seminar times, and other activities; 3). Teachers adjust to the school design in curriculum assessment activities set at every beginning of the semester and the beginning of the school academic year; 4). By the quality management system (SMM), the meeting time to discuss the competencies that development is carried out at least once a month of deliberation of the subject teacher (MGMP)

3.3. Planning funds for teacher professionalism development

Study shows that professional development funds are planned by external parties, schools, and individual teachers together. Schools allocate seminar, training, or management budgets in RAKS. The funds listed on the RAKS are budgeted to increase the allowances and travelling expenses both in the city and the out of town; furthermore, teacher development funds such as seminars are jointly on the administrators and schools, although the funds that must be provided by the school are only the travelling expenses. The management fund is on the administrator, school, education agency, and the city government together. For self-development, teachers can set aside funds in a month whose source of funds can be set aside from teachers' travelling expenses or other sources and do not need to take from the main income (salary).

Meanwhile, independent study funds such as reading books are teacher initiatives for self-development purposes and to adjust the teaching materials of curriculum assessment results. But the book in question is newly related to the developments outside. Thus, the mechanism of procurement of the book there are two, namely can directly buy themselves and get the shepherding by submitting a memorandum of purchase, or it can also be proposed a list of books to be purchased to the school to buy. The book procurement fund is taken from the BOS funds and school committee funds.

3.4. Program sustainability planning

The research finds that various development programs to date have not been programmed. Therefore, the sustainability of professional development activities needs to be considered by teachers, schools, and external together in preparing development programs to embody meaningful sustainability of each development activity. The program development, among others, curriculum assessment, making teaching materials because it has to adjust to the development of competencies in the work world. Furthermore, material development carries on doing in collecting reading material information both obtained by online and offline following the needs of the field of study.

4. Conclusion

The research result, it can be concluded that activity planning using teacher development patterns still on top down policy and has not been based on teacher development needs. Meanwhile, the planning of teacher professional development time has not been owned by teachers, schools, or education office. Most development time is based solely on the availability of external parties and the individual motivation of teachers in carrying out their development. furthermore, the planning of teacher professional development funds is not yet fully owned by teachers. Although there are some provisions of the school, the planning of funds is not prepared based on the needs of the teachers themselves even for the school to use their funds. Then the sustainability planning of the teacher's professional development program has not considered sustainability and sustainability both long term and short term.

5. Limitation and Recommendations

The scope of this research is only limited to 1 school with a focus on planning and does not research in general until the evaluation of the activity program. Based on the limitations of the study, it is necessary to recommend in 1). The next researcher is to continue this research in general on the implementation and evaluation of teacher professional development programs. 2). The authorities (schools and education offices) need to accommodate the personal needs of teachers in preparing teacher professional development plans by identifying the needs of schools.

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