

Teachers' perceptions of continuing professional development: a study of vocational high school teachers in Medan

Christina Suriani Debataraja¹

¹*Department of English Education, Universitas Islam Negeri Sumatera Utara, Indonesia*

*) correspondence: christinasuriani.debataraja@uinsu.ac.id

ABSTRACT

The teacher's perception is useful in Professional Development which is very much in creating a more creative teaching system in the learning process and teaching students and teachers can manage better class conditions. The ability of a teacher greatly influences the teaching system, therefore every teacher must develop his professionalism. This writing aims to find out the perspective of a teacher regarding the development of the professionalism of an English teacher at the high school level. Data collection in this study used qualitative methods which were carried out through questionnaires and semi-construction interviews. The sample for this study consisted of three English teachers at the senior high school level. The results of this study indicate that from both perspectives the English teacher stated the importance of developing teacher competence in order to improve their ability to teach, especially in teaching English. This study it was concluded that it is important for a teacher to take part in teacher training by using technology

Keywords: Teacher Professional Development; Perception; English Teachers Senior high School

INTRODUCTION

Teacher professional development is very important and teachers must enhance the standard of teacher preparation. Masters should think about their own qualities. Teaching is Part of the Learning Process as well as trying to teach students. This understanding includes the selection of methods, decisions and development processes. Achievement of learning outcomes is determined to come. To improve this quality, teachers are required to participate in various activities that are included in the Teacher Professional Development. This quality improvement will assist teachers in creating teaching using materials, education and technological integration in the classroom in education, leadership, school management and more beneficial for students. (Syaifin & Ma'ruf, 2021)

Professional development helps language teachers be more effective by offering the ongoing individual and group improvement required to fulfill the demands of better student learning outcomes. The idea of professional development for teachers places emphasis on the fact that teachers are people with tremendous potential. Teachers need to be lifelong learners, collaborators, and researchers. Encourage educators to pursue their profession with greater reason, to uphold higher standards of excellence, to exhibit enduring professionalism, and to achieve their professional goals. Knapp demonstrates the significance of professional development in raising educational standards.

Therefore, a instructor needs regular opportunities to update their skills and abilities. The complex organizational nature of teaching centers using evolving teaching methods requires several professional development strategies to meet needs effectively, keep up with new trends in teaching and learning, and enable improvement. So when tackling teacher professional development, there is always a need to research, design, talk about, and think about teachers' perceptions of professional development, the open educational needs of the student population, and the learning opportunities available to them. (Mohammadi & Moradi, 2017)

This research is specifically aimed at an English teacher who teaches at the high school level and provides inspiration for English teachers with helpful ideas for programs their professional development. Programs for professionals Developments can vary in terms of familiarity. several programs Some are known, some are less well known or unknown. In addition, it is also important to identify customer needs. Individual teachers enable professional development programs might be effective. So to do it professionally Program development is successful and there are at least 3 things This must be taken into account (Wilde, 1996). They must be well chosen, meet the teacher's needs and used appropriately system rating. (Widodo, 2004)

According to the explanation above, it is crucial for teachers to engage in professional development activities, such as training for teachers, continuing education, various forms of school attendance, teacher networks, teacher portfolios, and research to create a more effective and high-quality educational system.

Teacher Professional Development

Professional development is about preceptors understanding how to study and putting their science into practice to help their students flourish. Teacher professional learning is a complex process that necessitates the cognitive and emotional involvement of teachers both individually and collectively, as well as the ability and willingness to examine where each individual stands in terms of convictions and beliefs, as well as the consideration and implementation of appropriate alternatives for improvement or change." Avalos (2010) (p.10) Teacher professional development is a distinct field of study with its own set of theories and models (Avalos, 2011).

Over the course of three decades, scholars have suggested a variety of theoretical viewpoints on how teachers learn and develop. These range from unidirectional (Guskey, 2002) and multidirectional (Desimone, 2009) models, in which teacher learning is viewed as a relatively direct result of certain processes and conditions, to models based on complexity theories (Opfer & Peder, 2011), in which teacher learning is viewed as an unpredictable outcome of cyclical and dynamic processes. (Bautista & Ortega-ruiz ; 2015)

Professional development (PD) is basically considered the general growth of teachers. This enhances instructors' knowledge of both teaching and themselves as educators. Numerous initiatives in professional development are aimed at enhancing teaching skills. It is strategically important to create great teachers. activities performed in a variety of ways, from informal, straightforward, and solitary forms like reading professional articles to formal, planned, and extensive events hosted by institutions and organizations like the Ministry of Education. The performance of teachers in carrying out their duties has a substantial influence on the achievement of quality education, and teacher performance is a crucial prerequisite for educational success (Putri & Imayati, 2017).

Teachers are increasingly utilizing technology to create in-class teaching systems in this day and age. Technology advancements have made it possible for language teachers all over the world to get academic degrees and professional qualifications online. The goal of online teacher professional development (OTPD) is to improve teachers' potential, competences, and abilities through adaptable, affordable, and extensive options on a range of subjects. It refers to professional teacher development that is provided through websites, blogs, wikis, podcasts, social media, and other platforms in online, synchronous, asynchronous, or mixed environments. other. . However, good results are not guaranteed by simply having access to the OTPD. Technology will not be used effectively if as a medium ignores and ignores the principles of effective design or implementation (Atmojo ; 2021)

Coaching and expert support involve the dissemination of curricular and practice-specific knowledge that is geared toward the unique needs of instructors. Experts can share their specialized knowledge by working with students one-on-one in the classroom, leading group seminars, or mentoring educators remotely over technology. They could be master teachers or coaches who work for educational institutions or businesses that promote professional growth. In one coaching trial, educators participated in fortnightly sessions with a university-based literacy coach to improve early

reading instruction among Head Start teachers following a two-day indoctrination to the literacy ideas. (Hammond, Hyler & Madelyn Gardner : 2017).

Perception

Perception is the use of a person's mental patterns or senses to understand the actions of those around him. Attitude is defined as a person's conduct and sentiments associated with his habit of thinking about something based on their perception (Pickens, 2005).

Perception is a measure of knowing someone's nature and recognizing anything that has a significant influence on him (Cillessen & Lafonta, 2002; Lpes, 2010). Behavior is a reflection of their perceptions, and perceptions can both restrict and lead students' visions in their own instruction (Artini, 2010). When a teacher makes judgments based on their vision of teaching and learning, this effects many parts of the classroom such as interaction examples, activities, evaluation, and student involvement (Zhu & Wang, 2014; Stipek et al., 2001).

Teacher Competence and Certification

Competency and certification of teachers Both teaching and learning depend heavily on the caliber of the teacher. The first step in raising student academic attainment and the standard of education should be to improve teacher performance. One way to accomplish this goal has been proposed: teacher professional development through certification programs. According to the literature, teacher certification has a beneficial effect on teacher quality

Students taught by qualified teachers outperform those taught by non-certified teachers in terms of learning outcomes (Goldhaber & Anthony, 2007; Stronge et al., 2007). The certification process has an impact on instructors by giving them the chance to evaluate their methods of education and classroom behavior. After taking part in the process, they change their teaching methods to give students greater choice in the activities they engage in in class. (Coskie & Place, 2008). In addition, by scrutinizing the materials that support their teaching methods, the certification process has boosted instructors' confidence in their ability to teach. (Kelley & Kimbal, 2001). (Abdullah ; 2018)

Coaching and Expert Support

Sharing subject- and practice-specific knowledge that is specially adapted to each teacher's needs constitutes coaching and expert support. Experts can share their specialized knowledge by working one-on-one with students in the classroom, facilitating group seminars, or remotely coaching educators. They might include master educators or coaches who work for universities or professional development organizations.

In one coaching trial, teachers took part in biweekly sessions with a university-based literacy coach after a two-day introduction that exposed them to the literacy concepts in order to improve the early reading instruction they provided to Head Start students. Coaches and teachers decide together which educational method will be the emphasis of each session (which may be held in person or electronically). Teachers were able to put the intended instructional strategies into practice with the assistance of coaches who observed teachers in their classrooms and gave both positive and constructive oral and written feedback on their instruction.

For remote coaching, the instructor delivered 15-minute video clips to the coaches. The coaches responded with in-depth written comments and links to further program materials and video exemplars. The program for the entire semester included seven coaching sessions and 16 hours of training. Over the course of a two-year randomized controlled experiment, students in these teachers' courses improved more than those in the control group on a number of early language and literacy skills. Furthermore, they performed higher on a widely used test to assess the quality of early childhood courses.(Hammond, Hyler & Gardner ; 2017)

METHODS

In the research, a writer took data by using descriptive qualitative with qualitative methods. This method was chosen because a researcher will describe a teacher's thoughts about Teacher Professional Development's Perceptions of English Teachers Senior High School. The subjects used in this study were three English teachers who had taught for about 5 years at the senior high school level in the silver expanse of Medan. The author collects data by giving interviews to English teachers related to the development of the teaching profession. In making conclusions the author presents by way of discussion.

RESULTS AND DISCUSSION

The researcher collected data for analysis from the results of interviews conducted regarding the perceptions of English language publishers on the description of senior high schools regarding the development of a teacher's professionalism and how the teacher system has been applied in an educational institution over the past few years.

The results of interviews conducted by researchers were analyzed in a conventional qualitative manner in which a researcher recorded all the results of interviews with English teachers regarding the implementation of professionalism development in a teacher then wrote a transcript of the results of the recording so that the information was easier to understand for readers for research data.

Below, the researcher attaches the perceptions of English teachers who teach at the high school level regarding the professional development of English teachers in recent years.

Participant 1

The first to be interviewed was a high school teacher who teaches in Medan district domicile who has teaching experience of more than 5 years at Medan. He took part in the MGMP at Medan State School in 2018. Here he is laid out on how to develop a teacher's professionalism and exchange ideas with other English teachers. According to him, there are many uses for teacher vocational training. With this training a teacher is able to improve the ability of learning and teaching activities as well as provide an evaluation of the teacher. In his opinion, this program helps teachers to master the class and know how to prepare teaching materials for students so that they are much interested in the methods applied by a teacher aiming to improve students' cognitive abilities. Besides that, after he attended the training he was also able to overcome the problems that existed in the class well.

Participant 2

The second participant to his experience when he participated in teacher development programs, sometimes online and face-to-face. As for the assignments that must be completed on time, they use a question application that contains the teaching system in the classroom where they are required to answer questions within a predetermined time. Every teacher must attend every meeting both online and offline. Face-to-face meetings are usually spent presenting their assignments by teaching them in front of other teachers. The obstacle that is usually found is the cost of participating in a training program. He was so grateful for being chosen to take part in the training from his school where he was financed by the government to take part in the teacher training.

The perception of this training is very positive because the teacher training program is very functional for an educator to teach according to today's times. In teaching a teacher needs to learn a lot in terms of theory and how to practice it in the classroom. Because in his view, there are so many teachers who have not been able to master the class so as to solve problems in learning and teaching, therefore the importance of guidance such as following the MGMP or PPG. This training is not only learning to use the material, they are also taught how to update teaching methods using existing technology. A teacher is expected to be able to teach languages using various methods, such

as using Power point, speakers, cardboard and linking games with teaching. appropriate to the learning material to be taught.

Participant 3

The third interview is an English teacher who teaches at Medan school, he has 15 years of experience teaching at an educational institution. he has participated in teacher training programs such as PPG in 2019 at Medan State University. He succeeded in following PPG through the exams that had been prepared by the education government. Training is carried out online and face to face. In this training the teacher exchanges ideas with other teachers to develop the right way of teaching for students so that they can more easily understand learning besides that this training is able to create more creative teacher thinking such as adjusting teaching materials in teaching The biggest obstacle when participating in training was that he felt unfair in the distribution of tasks and even objected because he often had a team that was not in line with his mindset. In his view, Professional Development for Teachers greatly facilitates teachers because by participating in these activities a teacher gets new information, new knowledge so that he can make lessons as interesting as possible.

Based on the results of these interviews, it can be concluded that the perception of English teachers regarding the development of teacher competence is very important in order to improve the quality of the teaching system which is far more qualified and develops according to the current era because teachers are highly encouraged to always develop. Teachers need to improve their professional skills continuously through various efforts including education, scientific writing and other professional activities. This also applies later to get credit for teacher promotions/role assignments. Continuous professional development is possible Self-development, scientific publications and innovative work.

(general guidelines)

In Indonesia, it is still far from what is expected, where teachers are still lacking in the part of professionalism in teaching, this has resulted in a teaching system that is not in accordance with the target in teaching, not only that, the standard competencies possessed by teachers in Indonesia must be honed properly so that they have quality teaching that is able to encourage and hone students' abilities. (Ramlan, Farizawati, Hasrul, 2020). The importance of a teacher to follow Developing skills such as TPD to make it easier for an advertiser to improve advertising in terms of advertising (Dinata, Bukhori, Nur' Afif, Tri, 2022)

There is also other research that a teacher must take part in training to be more professional in teaching the teacher's ability to create learning situations related to student learning and based on scientific concepts. Which ultimately learning becomes more interesting for students when the learning process in the classroom (Purwoko, Andayani, & Diartha, 2017) As for a study which shows that training activities for educators will shape the quality of teaching to a teacher (Putri, Danim, & Zakaria, 2022)

CONCLUSION

The conclusion is that the perceptions of high school teachers who teach English about teacher professional development really help teachers to create different teaching materials, use modern teaching media and be active and motivated in the classroom. This shows that teacher professional development is very beneficial for someone to improve the performance and quality of teaching. This improvement must be done so that the future of the students being taught is guaranteed. There are still many shortcomings in this research, because it only provides information about part of the development of the teaching profession, and also the method used is rather difficult to deepen the respondent's information, so that the information obtained is very little. Researchers hope that this research can help those who write scientific papers in the future

REFERENCES

- A. A. Purwoko^{1*}, Y. Andayani, Muntar, I. N. Diartha. (2017) Efforts in improving teachers' competencies through collaboration between teacher forum on subject matter (mgmp) and pre-service teacher training institution (LPTK), 6 (1), 11-15
- Alfredo Bautista & Rosario Ortega-Ruiz. (2015) Teacher Professional Development: International Perspectives and Approaches, 7(3), 240-251
- Arief Eko Priyo Atmojo. (2021). EFL teachers' online teacher professional development experiences amidst the COVID-19 pandemic: Practices and perceptions, DOI: 10.22373/ej.v9i1.9127
- Dinata, Bukhori, Nur' Afif, Atmaja. (2022). *Exploring Teacher Professional Development's Perceptions of English Secondary School Teacher*. Universitas Muhammadiyah Yogyakarta Undergraduate Conference. 2(1). 45-51
- Linda Darling-Hammond, Maria E. Hyler, and Madelyn Gardner. (2017). Effective Teacher Professional Development. LEARNING POLICY INSTITUTE
- Mohammad Mohammadi and Khaled Moradi. (2017). Exploring Change in EFL Teachers' Perceptions of Professional Development, 19 (1), 22- 42
- Syaifin, R. A., & Ma'ruf, M. W. (2021). Strategi Pengembangan Profesi Guru dalam Mewujudkan Suasana Pembelajaran yang Efektif. Al-Musannif: Jurnal Pendidikan Islam Dan Keguruan, 3(1), 27-44.
- Singgih Widodo. (2004). Professional Development Programs for Teachers of English, 11(2)
- Ramlan, Farizawati & Hasrul. (2020). The Effectiveness of Implementation of the MGMP Revitalization Program as a Media Increasing English Teacher Competency in Pidie District. 3(1), 95-103. Journal Homepage: www.bircu-journal.com/index.php/bircu
- Umar Abdullah. (2018). Teacher Professional Training: Instructional Practices and Classroom Management, 18 (2)
- Putri, A. D. K., & Imayati, N. (2017). Pengembangan Profesi Guru dalam Meningkatkan Kinerja Guru (Professional Development of Teachers in Improving the Performance of Teacher).
- Putri, Danim, Zakaria. (2022). Supervisi akademik dan partisipasi guru dalam kegiatan musyawarah guru mata pelajaran (mgmp) terhadap kualitas mengajar guru SMK. 16(2). 49-58. Journal Homepage: <https://ejournal.unib.ac.id/index.php/manajerpendidikan>
- Jurnal Pendidikan Manajemen Perkantoran, 2(2), 10. Retrieved from <https://pdfs.semanticscholar.org/5f3d/38524a23bf0bf4c8419d53f98c69d8b43dc8.pdf%0Ahttp://ejournal.u-pi.edu/index.php/jpmanper/article/view/00000>