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**EVALUATION OF CONTINUOUS PROFESSIONAL DEVELOPMENT (PKB) IN THE
FIELD OF TEACHER SELF-DEVELOPMENT IN CLUSTER 3 CIOMAS, BOGOR
REGENCY**

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ABSTRAK

Untuk meningkatkan profesionalisme, seorang guru memiliki tugas utama untuk mengembangkan dirinya. Pengembangan diri guru bisa dilakukan dengan mengikuti program Pengembangan Keprofesian Berkelanjutan (PKB). Program PKB bertujuan untuk meningkatkan kompetensi guru dan juga sebagai media pengembangan karirnya. Evaluasi pada program PKB menjadi sangat penting untuk dilakukan agar dapat mengukur tingkat ketercapaian dan berguna untuk memberikan informasi dalam pengambilan keputusan selanjutnya demi memaksimalkan program tersebut. Tujuan penelitian ini ialah untuk menganalisis evaluasi program PKB bidang pengembangan diri yang terpusat pada rekomendasi akhir yang menegaskan bahwa suatu obyek dapat dipertahankan, ditingkatkan, diperbaiki atau bahkan diberhentikan sejalan dengan data yang diperoleh. Metode penelitian ini merupakan penelitian evaluatif dengan dengan model evaluasi discrepancy. Hasil penelitian menunjukkan bahwa kegiatan pengembangan diri memberikan pengaruh yang positif, khususnya dalam kegiatan pembelajaran. Namun, masih ditemukan adanya kesenjangan di setiap tahap design, installation, process, product maupun comparison. Oleh karena itu, program PKB bidang pengembangan diri harus ditingkatkan dengan melakukan pembenahan/perbaikan di setiap kesenjangan yang ada.

Kata-kata kunci: Evaluasi, Pengembangan Keprofesian Berkelanjutan, Profesionalisme, Discrepancy.

ABSTRACT

To improve professionalism, a teacher is obligated to develop himself. Teacher's self-development can be done by participating in the Continuing Professional Development (CPD) program. The purpose of CPD program is to improve teachers' competences and as a mean

for their career development. The evaluation of the CPD program is very important to be carried out in order to measure the level of achievement and to provide supporting information for further decision making to maximize the program. The purpose of this study is to analyze the evaluation of the CPD program in the field of self-development which emphasizes on the final recommendation confirming that an object can be maintained, improved, repaired or even terminated in line with the data that has been obtained. This research method is an evaluative research with a discrepancy evaluation model. The results showed that self-development activities have a positive influence, especially in learning activities. However, there are still gaps in each stage of design, installation, process, product and comparison. Therefore, the self-development field in the CPD program must be improved by doing adjustments in each of the existing gaps.

Keywords: Evaluation, Continuing Professional Development (CPD), Professionalism, Discrepancy.

INTRODUCTION

The role of professional teachers in learning is very important as the key to student learning success. Professional competence of teachers is very necessary in the teaching and learning process because teachers are the spearhead in the implementation of education. The competence possessed by teachers is a mirror of the implementation of their profession, where basically professional teachers are teachers who have skills, are competitive, proficient in teaching and have a good personality and are able to make adjustments in society. Teachers must have academic qualifications, competencies, educator certificates, be physically and mentally healthy and have the ability to realize national education goals (Law No. 14 of 2005 concerning Teachers and Lecturers article 8). Teacher competence as referred to in article 8 includes pedagogic competence, personality competence, social competence and professional competence obtained through professional education (Law No. 14 of 2005 concerning Teachers and Lecturers article 10). We need to realize that teacher professional competence is very important in order to provide services to students so that they can realize educational goals to produce students who are smart and able to become the expected next generation. Professional teachers are people who have special abilities and expertise in the field of teaching, so that they are able to perform their duties and functions as teachers with maximum ability. While teacher professionalism contains the understanding of activities and / or efforts to improve teacher competence in a better direction from various aspects for the implementation of services, activities or professional work of teachers. Teacher professionalism provides the possibility of improvement and self-development that allows teachers to provide the best possible service and maximize competence (Safitri, 2018).

Professional teachers are teachers who are competent in building a good learning process so that they can produce quality education. This makes teachers an important component that is the focus of attention of the central and local governments in improving the quality of education, especially regarding teacher competence. The professionalism of the teacher is reflected in the implementation of tasks characterized by expertise in both material and method. The figure of a professional teacher is shown through responsibility in carrying out all services. Professionals should be able to assume and carry out responsibilities as teachers to students, parents, society, nation, state, and religion. Professional teachers have social, intellectual, moral, and spiritual responsibilities (Yusutria, 2017).

The Competency Improvement Program for Teachers and Education Personnel is carried out through Continuous Professional Development (PKB). PKB is a forum for teachers to improve the scores of the Teacher Competency Test (UKG) that have not met the minimum achievement competencies and as a space for the self-development of an educator

to be better (Zakiya and Nurhafidzah, 2019). In line with this, teacher competency mapping has been carried out through UKG for pedagogic and professional competencies at the end of 2015. The Ministry of Education and Culture has conducted routine every year through UKG, and non-academic measurements by assessing teacher performance. UKG is run based on Law No. 14 of 2005 concerning teachers and lecturers and is part of teacher ability certification. Apart from being part of quality improvement efforts, certification holders are also promised benefits. The implementation of UKG focuses on identifying teacher abilities in mastering pedagogic and professional competencies. UKG is intended to know the map of teacher mastery on pedagogic competence and professional competence. The teacher competency mastery map will be used as a basis for consideration in providing teacher coaching and professional development programs. The results of UKG show a map of the strengths and weaknesses of teacher competence in mastering knowledge. Follow-up implementation of UKG is manifested in the form of post-UKG teacher training through the Continuous Professional Development (PKB) program for Teachers and Education Personnel. The aim is to improve teacher competence as agents of change and the main source of learning for learners.

Table 1. Average UKG Score Data and Teacher Professional Competence
West Java Province (Disdik Kab.Bogor, 2015)

NO	NAMA DAERAH	NILAI UKG	NO	NAMA DAERAH	KOMPETENSI PROFESIONAL
1	Kota Bogor	60.61	1	Kota Bandung	65.97
2	Kota Bandung	60.45	2	Kota Bogor	65.54
3	Kota Depok	60.14	3	Kota Cimahi	64.91
4	Kota Bekasi	59.39	4	Kota Sukabumi	64.89
5	Kota Cimahi	59.26	5	Kota Cirebon	64.54
6	Kota Cirebon	59.25	6	Kota Depok	63.99
7	Kota Banjar	58.82	7	Kota Bekasi	63.50
8	Kota Tasikmalaya	58.66	8	Kota Tasikmalaya	63.25
9	Kota Sukabumi	58.18	9	Kota Banjar	61.91
10	Kab. Bogor	57.67	10	Kab. Bandung	61.89
11	Kab. Tasikmalaya	57.20	11	Kab. Bogor	61.10
12	Kab. Bandung	57.03	12	Kab. Majalengka	60.85
13	Kab. Cirebon	56.79	13	Kab. Ciamis	60.72
14	Kab. Ciamis	56.76	14	Kab. Sumedang	60.70
15	Kab. Majalengka	56.47	15	Kab. Bandung Barat	60.58

16	Kab. Bandung Barat	56.40	16	Kab. Tasikmalaya	60.55
17	Kab. Kuningan	56.11	17	Kab. Kuningan	60.46
18	Kab. Bekasi	56.03	18	Kab. Bekasi	60.03
19	Kab. Sukabumi	55.89	19	Kab. Cirebon	59.82
20	Kab. Sumedang	55.80	20	Kab. Sukabumi	59.72
21	Kab. Garut	55.47	21	Kab. Garut	59.35
22	Kab. Purwakarta	55.19	22	Kab. Purwakarta	59.30
23	Kab. Subang	54.90	23	Kab. Subang	59.03
24	Kab. Karawang	54.61	24	Kab. Karawang	58.37
25	Kab. Pangandaran	54.17	25	Kab. Pangandaran	57.89
26	Kab. Indramayu	53.72	26	Kab. Indramayu	57.40
27	Kab. Cianjur	53.61	27	Kab. Cianjur	57.00

Continuous Professional Development (PKB) consists of 3 components. The three components can be seen as in the table below:

Table 2. Activities and Components of PKB Activities

No.	Kegiatan PKB	Komponen Kegiatan
1.	Pengembangan Diri	1. Mengikuti diklat fungsional 2. Mengikuti kegiatan kolektif guru
2.	Publikasi Ilmiah	1. Publikasi ilmiah atas hasil penelitian 2. Publikasi buku teks pelajaran, buku pengayaan, dan pedoman guru
3.	Karya Inovatif	1. Menemukan teknologi tepat guna 2. Menemukan / menciptakan karya seni 3. Membuat/modifikasi alat pelajaran/ peraga/ praktikum 4. Mengikuti pengembangan penyusunan standar, pedoman, soal dan sejenisnya.

Based on the results of the grand tour observation conducted in Cluster 3 Ciomas, Bogor Regency that the implementation of PKB has gone well. However, in its implementation, there are still obstacles. The first obstacle is that the quota of participants is very limited so that not all teachers can immediately participate in functional training and teacher collective activities. Due to the limited quota, the selected teachers are representatives so that they have the duty to re-present what is obtained from the training to other fellow teachers. With conditions like this, not all teachers have the confidence and ability to present again, so there is a tendency for teachers who are included in the PKB program to tend not

to alternate (only certain ones). Some of the teachers who join the PKB program only aim to meet the requirements for certification or promotion. Even though with the times and technology and even changes in the current curriculum, all teachers need additional knowledge and competencies that support by participating in professional support activities such as; Training / Seminar. However, these obstacles began to get solutions with the training / seminar / workshop conducted by KKG Cluster III. The presence of KKG Cluster III opens up greater opportunities, given free of charge and even provides additional appreciation that increases the enthusiasm of teachers to take part in the trainings provided. This was also stated by the management of KKG Cluster III Ciomas, Bogor Regency, namely that in improving professional competence, teachers must be supported by the availability of quotas and opportunities to encourage the management of KKG Cluster III to hold training/seminars that suit the needs of teachers, but in fact KKG Cluster III prepares training materials and funds for PKB program self-development activities are collected independently. Teacher collective activities carried out by KKG tend to still focus on disseminating material obtained from functional training from the Bogor district education office. Due to limited time and funds, there are some standards that are not fully implemented.

Based on existing empirical facts, previous research and observations made, researchers are interested in conducting a more in-depth study on "Evaluation of Continuous Professional Development (PKB) in the field of Self-Development in Cluster III Ciomas, Bogor Regency". The main thing that underlies the researcher choosing the title is because the PKB program in the field of self-development, namely functional training activities and Teacher Collective Activities is more realized to improve teacher professionalism, so this program is important to be evaluated scientifically and in terms of the level of achievement in supporting the improvement of teacher professionalism and is useful as well as providing information in subsequent decision making in order to increase effectiveness, excellence and success in achieving PKB program objectives in the field of self-development in the future.

RESEARCH METHODS

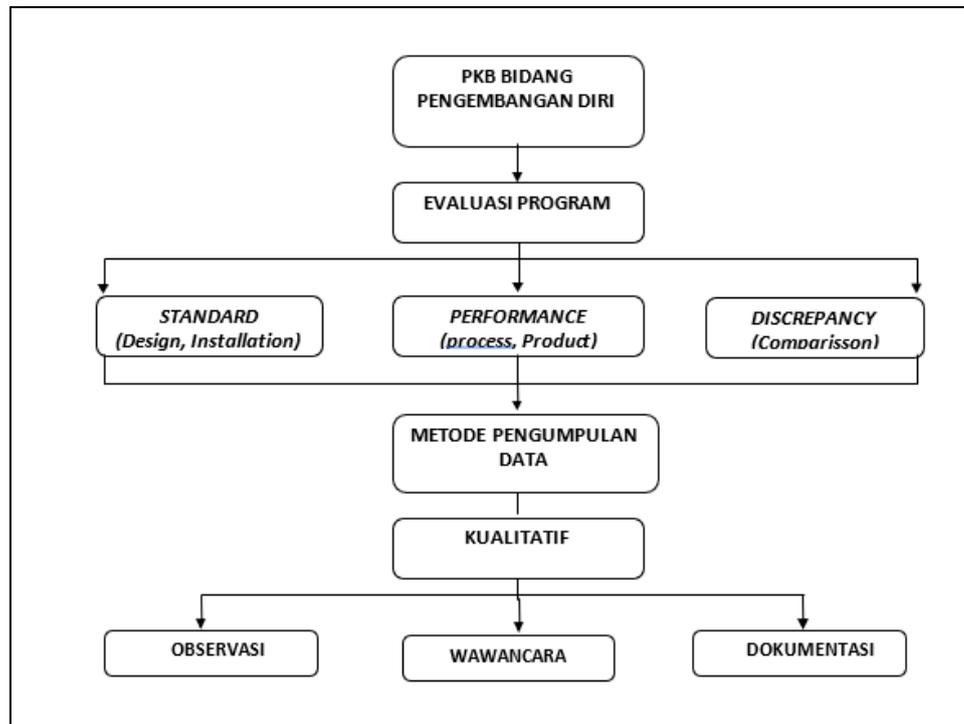
This research is a qualitative approach research, with an evaluative descriptive method. Evaluative descriptive research is research that describes systematically, factually and accurately the phenomenon or relationship between the phenomena investigated (Sugiyono, 2019). In this study, we will collect data on PKB activities in the field of self-development in the form of functional training and teacher collective activities in Cluster III Ciomas, Bogor Regency. In the evaluative research that will be carried out, it is centered on the final recommendation which confirms that an evaluation object (PKB activities in the form of functional training and teacher collective activities in Cluster III Ciomas Bogor Regency) can be maintained, improved, improved or even dismissed in line with the data obtained.

The evaluation model used in this study is the evaluation of discrepancy. The word discrepancy means gap, this model according to Madaus, Scriven & Stufflebeam (1993: 79-99) departs from the assumption that to find out the feasibility of a program, evaluators can compare between what should be expected to happen (standard) with what actually happens (performance). By comparing these two things, it can be known whether there is a gap (discrepancy), which is a standard set with actual performance. As for the gaps found through evaluation, Provus recommends that problem solving be carried out cooperatively between evaluators and program management staff

The discrepancy evaluation model developed by Malcolm Provus includes five stages: design, installation, process, product and benchmarking stages. The discrepancy evaluation model can be used for all programs and aims to analyze whether a program is worth continuing, upgrading, or discontinuing. The evaluation model for Continuous Professional Development (PKB) in the Field of Teacher Self-Development in Cluster 3 Ciomas, Bogor Regency can be

illustrated in the scheme below.

Figure 1. Evaluation Model for Continuous Professional Development (PKB) in the Field of Teacher Self-Development in Cluster 3 Ciomas, Bogor Regency



RESULTS AND DISCUSSION

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, primary education, and secondary education (Law No.14 of 2005 concerning Teachers and Lecturers Article 1 Paragraph 1). In carrying out these main duties, teachers are required to improve their profession on an ongoing basis through various ways, including through education & training, scientific writing activities, and other professional activities. In addition, based on the Regulation of the State Minister of State Apparatus Empowerment and Bureaucratic Reform Number 16 of 2009 concerning Teacher Functional Positions and Credit Scores, teachers are required to carry out Continuous Professional Development activities in order to be promoted to the next level.

In general, PKB aims to improve education services in schools in order to improve the quality of education. Through PKB, teachers are expected to always increase their competence, both in mastering learning materials and appropriate methods when conducting learning so that students understand, enjoy, play an active role in learning. If services to students can be optimized, it is hoped that the teaching and learning process will run well and can improve the quality and learning outcomes which in the end the quality of education will be better. PKB is to improve the quality of educational services in schools / madrasah in order to improve the quality of education. While the specific objectives of PKB are (Dudung, 2017):

- a. Improve teacher competence to achieve competency standards stipulated in applicable laws and regulations;
- b. Updating teacher competencies to meet teacher needs in the development of science, technology and art to facilitate the learning process of students;

- c. Increase the commitment of teachers in carrying out their main duties and functions as professionals;
- d. Fostering a sense of love and pride as a person with the teaching profession;
- e. Improve the image, dignity, and dignity of the teaching profession in society;
- f. Supporting teacher career development.

In particular, the implementation of PKB for teachers is to facilitate teachers in achieving the established competency standards, motivate teachers to remain committed to carrying out their main duties and functions as professional personnel, elevating the image, dignity, and dignity of the teacher profession, respect and pride as professional teachers (Dudung, 2017).

The elements of PKB activities consist of 3 kinds of components, namely self-development, which includes functional training and collective activities of teachers, scientific publications and innovative works. Based on previous studies, the self-development component is more realized and contributes to improving teacher competence. This is also the case with Cluster 3 Ciomas, Bogor Regency. Bogor Regency consists of 40 sub-districts, where each sub-district has several clusters. Ciomas sub-district consists of 4 clusters, namely Cluster 1, Cluster 2, Cluster 3 and Cluster 4. One of the clusters that is active in carrying out self-development activities is Cluster 3 Ciomas, Bogor Regency.

Cluster 3 Ciomas consists of 9 schools, namely SDN Ciapus 01, SDN Ciapus 02, SDN Ciapus 03, SDN Ciapus 04, SDN Ciapus 05, SDN Ciapus 06, SDN Ciapus 08, SDN Sukamakmur, SDS Annur with 121 teachers. Self-development activities attended by teachers in Cluster 3 Ciomas, Bogor Regency include functional training carried out by the Bogor Regency Education office. Each sub-district in Bogor Regency usually sends 2 teacher representatives to attend functional training. Then the representative will disseminate the material obtained at the sub-district scale through the Teacher Working Group (KKG). Another self-development carried out in Cluster 3 is teacher collective activities, which are usually carried out through the KKG community.

In this study, the self-development activities evaluated were functional training carried out by the Bogor district office and teacher collective activities carried out by the KKG during 2022. Self-development activities are open to all teachers, both civil servant and honorary teachers, teachers in public and private schools. It's just that in percentage terms it is more followed by civil servant teachers. This is because self-development is not only to improve competence, but also as a medium for career development calculated by credit figures, so that the characteristics of informants in this study are civil servant teachers who actively participate in self-development activities, both functional training of the Bogor district education office and teacher collective activities organized by KKG. Another informant was the Principal of the school where the teacher taught.

Continuous Professional Development Research (PKB) in the field of self-development in Cluster 3 Ciomas, Bogor Regency is collecting information to provide final recommendations that affirm that self-development activities in the form of functional training and teacher collective activities in Cluster III Ciomas, Bogor Regency can be maintained, improved, improved or even dismissed in line with showing how self-development contributes to improvement Professionalism of teachers

Design phase – PKB program planning

The results of the analysis of the stages of PKB program design / planning in the field of self-development; in general, teachers, principals and administrators of KKG understand that the PKB program has a strong legal foundation. However, the informant could not mention the structured legal basis for PKB in detail. But on the other hand, some teachers who are members of the management of KKG Cluster 3 know that there are policy rules related to BOS funds that can be used to improve teacher competence. Regulations on the use of BOS (School Operational Assistance) funds in which it contains the BOS funding quota for improving

teacher competence. This can be proven in Article 28 paragraph (2) of the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 2 of 2022 concerning Technical Guidelines for the Management of Operational Assistance Funds for the Implementation of Early Childhood Education, School Operational Assistance, and Operational Assistance for the Implementation of Equality Education which states that the components of the use of BOS Funds The performance of driving schools as referred to in paragraph (1) is one of them for a) human resource development; b. learning with a new paradigm; c. digitization of schools; and d. data-driven planning. Therefore, each school in Cluster 3 allocates the BOS funds for teacher competency improvement and is collected in the Cluster 3 Chair. In addition, there are also rules that require teachers to participate in self-development activities at least 1 time a year. However, the structured legal basis regarding CLA as contained in the Permendikbud is not fully understood.

At this stage it is found that there is a gap in the target of participants. As a rule, self-development is open to all teachers, but the results show that there is a tendency for teachers who are chosen as representatives tend to be less alternate or just the same person. The selected teacher who is considered competent to understand the material and is considered able to disseminate the material that has been obtained, which is actually all teachers are used to teaching / delivering material to students.

Installation stage – determination of completeness

The results of the analysis of the stages of determination of completeness (installation); Participants who take part in the training are not only certified teachers, but are also open to private and honorary teachers. It's just that teachers who have been certified in Cluster 3 are mostly aged 50 years and over, who tend to have low motivation to participate in self-development activities, and there is even a tendency to participate in self-development activities as career development only. The selected teacher is considered competent in accordance with the material / topic of training / seminar and is able to disseminate to other colleagues. However, there is still a gap that occurs, namely the lack of monitoring carried out by the District Education office, School Supervisors or School Principals, especially related to the dissemination of the material. So supervision is not only in the form of reports, but ensures that the dissemination process is really realized both at the sub-district and school levels.

Process Stage – data collection

The results of the analysis of the stages of data collection (process); In general, the implementation of self-development activities, supporting facilities and infrastructure is in accordance with PKB implementation standards / guidelines. However, it is expected that in the process of socializing activities can be done faster (not tight), so that preparation is more optimal. In functional training activities carried out by the Bogor Education Office, competent resources, especially resource persons on a provincial and national scale. This can be seen from the way of delivering the material, the diversity of supporting tools during training, etc. Meanwhile, the resource persons at KKG are considered competent among their fellow teachers. But to increase interest and enthusiasm, occasionally external sources are needed. Both those who cooperate with universities, brands, etc. However, for activities that invite external speakers, it requires a larger budget. After the program is implemented, participants make a Follow-up Plan (RTL) and report if they have carried out dissemination. As appreciation, the participants signed the certificate by the Head of Bogor Regency Office. In addition, participants also get transport money (via transfer), it's just that the transfer of transportation money tends to be long (weeks).

Product Stage – goal measurement

The results of the analysis of the stages of measurement of objectives (product); compatibility between changes in teacher professional competence resulting from PKB training activities carried out by KKG administrators in cluster III Ciomas Bogor Regency; teachers at

SDN 04 actively participate in training from the office and KKG. The material or way of teaching has also been more varied and adapted to today's digital developments, because fellow teachers can absorb the material and try to apply it in daily learning. Teacher competence also increases, insight becomes broader even the approach taken to students is not only academic, but also looks at attitudes / characters. Through PKB activities, teacher learning methods can adjust to the times because the aim is to improve teacher competence in order to be able to overcome problems that exist in learning activities every day. For example, SKP (Employee Performance Appraisal), in KKG (Teacher Performance Group) carry out related activities about SKP. Then conduct monitoring so that it can be completed according to schedule. Likewise, for KKG activities, teachers who are selected to disseminate are selected who are competent to absorb the material and disseminate it back to other fellow teachers. This can also be seen from the increase in the graduation rate of the Driving Teacher program although not yet significant, namely: Batches 1-6 graduated 1 teacher, the 7th batch (2022) graduated 1 teacher, and currently 4 teachers have graduated as the 8th batch in the first stage. Meanwhile, the number of teachers in Ciomas District is 121 people.

Comparison stage – benchmarking

Results of the analysis of the comparison stages (program comparison); recommend for decision making related to self-development programs. Based on the results of the study, the PKB program has a positive impact on teacher competence, especially in learning so that the learning atmosphere becomes pleasant and students become more active. Teachers increasingly understand how to approach students and not only look at academics, but also from their attitudes and characters. But on the other hand, there are still gaps in determining participants and monitoring systems. So that improvement and improvement are needed so that self-development activities can have a maximum impact.

CLOSING

Based on the results of analysis and discussion through five stages, namely design, installation, process, product and comparison, the PKB program in the field of self-development has succeeded in improving teacher competence, especially the ways and methods of teaching teachers that affect the pleasant and enthusiastic learning atmosphere of participating students. This positive impact is certainly not only determined by teachers, but by various parties. Teacher self-development certainly does not only rely on functional training from the education office or other related agencies. Self-development can also be done through teacher collective activities by involving the Teacher Working Group (KKG). KKG is a medium for improving teacher competence, exchanging information and even being a place to find solutions to various learning problems so that there is a development of learning methods and teaching teachers to be creative, innovative and even fun and able to stimulate students to be present and actively involved in the classroom. Therefore, PKB programs in the field of self-development must be carried out consistently and continuously.

There are still various gaps at every stage, both in the design, installation, process, product and comparison stages. Therefore, improvements or improvements are still needed in order to achieve maximum results.

The implementation of CLAs is essential to encourage teachers to maintain and improve their overall standards covering areas related to their work as a profession. Thus, teachers can maintain, improve and expand their knowledge and skills and build personal qualities needed in their professional lives, Through this PKB is expected to narrow the gap between the knowledge, skills, social competencies and personalities they have now with what is the future demand related to their profession. Thus, teachers will be skilled in arousing students' interest in science and technology, and have strong personality integrity to be able to compete in the 21st century. Therefore, PKB activities in the field of self-development, both functional training and collective activities must be

improved and continue to make improvements / improvements, one of which is with an integrated monitoring system

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