

Typology of teacher development(case study on dinas pendidikan in manado city)

by Viktoriy Rotty

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Viktory Nicodemus Joufree Rotty^{1*}, Harol Refly Lumapow,
Jeffry Sony Junus Lengkong¹, Lady Grace Jane Giroth², Kyrie Eleison Ruata³,
Tiersa Reinie Undap¹, Anita Constanca Christine Tengker¹, Brianne Eucleysia Jo
Komedien¹

- ^{1*}Universitas Negeri Manado, Indonesia (viktoryrotty@unima.ac.id)
¹Universitas Negeri Manado, Indonesia (Harolrlumapow@unima.ac.id)
¹Universitas Negeri Manado, Indonesia (Jeffrylengkong@unima.ac.id)
²Universitas Teknologi Sulawesi Utara, Indonesia (ladygiroth@utsu.ac.id)
³Pemerintah Kota Manado, Indonesia (kyrieruata@gmail.com)
¹Universitas Negeri Manado, Indonesia (tiersaundap@unima.ac.id)
¹Universitas Negeri Manado, Indonesia (anitatengker@unima.ac.id)
¹Universitas Negeri Manado, Indonesia (brianne.komedien@unima.ac.id)

^{1*}Correspondence email: viktoryrotty@unima.ac.id

ABSTRACT

The teacher resources development becomes a central issue in public discussion. The plan, implementation, monitoring and evaluation of teacher resource development in Dinas Pendidikan Manado is being provoked and receives attention. The provoking issues play around on how teacher resources development is planned, implemented and evaluated. This study takes a qualitative approach and utilizes a case study method. In-depth interviews are the primary data collecting tools, followed by document study techniques/literature and observation. However, monitoring and evaluation success requires adequate implementation quality, appropriate monitoring and evaluation standards, and a special monitoring and evaluation budget. In conclusion, the government should inform and promote the pattern of execution of teacher resource development. That is, more attention and a dedicated budget for the creation of teaching resources are required. The pattern of teacher resource development monitoring and assessment is based on both internal and external stakeholders.

Keywords: Typology, Teacher, Dinas Pendidikan, Teacher Development

5 1. INTRODUCTION

Education is a deliberate and organized attempt to establish a learning environment and learning process. Learners actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble character, and skills required by society, country, and state (Fajarwati, Raharjo, & Samsudi, 2016). The aim of national education must become a mandatory reference for education providers of all types and levels of education because it has become a mandate as stated in the National Education System Law No. 20 of 2003.

Outwardly, the goals of national education reflect three ideal domains, namely the cognitive, affective, and psychomotor domains (Noor, 2018).

The role of professional educators is critical in achieving the objective of national education, which is the nation's intellectual life and the development of the complete person (Putri, Rofiah, Andriningrum, & Gunawan, 2019). Teacher certification and competency have a solid link to increasing the quality of school-based teaching professionals. A good-quality teacher demonstrates that he is qualified to teach and has received certification. Therefore, to improve the quality of a teacher requires various efforts to improve the quality of teachers themselves, one of which is by increasing the quality of competency and teacher certification (Permana, 2017).

In the age of globalization, improving the quality of human resources is critical to the educational sector's progress. The standard of education that teachers have must be quite high, with certain specialities. Due to a shortage of teaching personnel in specific fields of study, some teachers must teach outside of their specialization. It is essential that instructors actively participate in seminars, workshops, and training pieces to improve their teaching quality. However, the most important thing is to develop the ability of the teacher. Educational growth plans must be input-oriented and pay greater attention to elements affecting the educational process. The government's involvement in conducting an annual review of teacher requirements and the maintenance and upgrading of school infrastructure is critical (Pulungan, 2015). The success of the implementation of educational autonomy is largely determined by the role of the regional government, this is in line with its authority as outlined in Law Number 32 of 2004 which is strengthened by Law Number 20 of 2003 (Zarmaili, 2013)

Law number 14 of 2005 on Teachers and Lecturers stipulate that teachers are professional educators whose primary responsibility is to educate, teach, guide, lead, train, assess, and evaluate learners in early childhood education, primary education, and education medium. A least undergraduate academic status (S-1) or diploma-four (D-IV) is necessary for teachers., competency (pedagogic, professional, social, and personality), have educator certificates, physical and spiritual health, and can realize educational goals national (Zein, 2016). To that aim, teachers' professionalism is required to improve in conformity with the times, scientific and technological advancements, and societal requirements (Rahman, 2016). Teacher professionalism could be developed by academic supervision. Sabandi (2019) says that the function of educational monitoring in increasing the quality of teacher learning is critical which in turn results in high student learning achievement. Improving the quality of learning needs to be carried out continuously in line with the development of science, technology, as well as the socio-economic and cultural community. The approach to improving teacher professionalism can be done with 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.

From the meeting of the Minister of Education and Culture, Anies Baswedan with all heads of provincial and district / municipal education offices throughout Indonesia (Baswedan, 2007).

"Education Indonesia is in a state of emergency (Welch, 2007). Based on some data of poor results achieved education in Indonesia. As many as 75% of schools in Indonesia do not meet the minimum educational service standards. The average value of teacher competence in Indonesia is only 44.5. The standard value of teacher competence is 75. Indonesia is ranked 40th out of 40 countries, on mapping the quality of education, according to The Learning Curve. In mapping in the field of higher education, Indonesia has ranked 49 out of 50 countries studied (Kuzhabekova, Hendel, & Chapman, 2015). Indonesia's education is ranked 64 out of 65 countries issued by the Program for International Study Assessment (PISA) in 2012 and is similar to 2000, 2003, 2006 and 2009 data. Indonesia is ranked 103rd in the world, a country whose education is coloured Bribery and illegal charges (Sellar & Lingard, 2014). In October-November 2014 the number of violations involving students inside and outside of school in Indonesia reached 203 cases of ".

²² Professor Muhajir Effendy's first message when Minister of Education and Culture of the Republic of Indonesia say "Teachers are the key to successor generation education (Apriliyanti, 2020). Therefore, teachers must be competent, and professional in carrying out the task education (Bafadal, Nurabadi, Sobri, & Gunawan, 2019). Ismail (2010) says that teacher performance and competence has been an important topic to examine since it may be a legal factor in designing and growing teacher performance and competency. Furthermore, he defines performance as a teacher's working achievement or the level to which a teacher has succeeded in working with responsibility. Furthermore, high-performing teachers are those that are knowledgeable about both the topic and the technique of instruction. Moreover, he suggests three measures to evaluate a teacher's performance: knowledge of teaching content and sources, teaching management system, and working commitment. Based on the Constitution number 14/2005, Pedagogic competence, personal, social, and professional competence are all indicators of a teacher's competency.

To that end, teachers should come from a group of intelligent citizens, have idealism, a wide view, and high dedication. The government is obliged to develop a conducive and inspirational working environment for teachers to develop (Agung Pambudi & Gunawan, 2020). Nida (2018) insists that the government is responsible to develop high educational quality. The implementation of this obligation should be portrayed clearly in the whole region of Indonesia. To achieve its aim, the government employs teachers to increase quality, and most importantly, a teacher should be able to enhance himself with the support of the government.

During this time teachers were treated the same as the administrative staff in general. Even worse is the working climate that only disciplines teachers, frightening with sanctions such as lifting educational allowances, barriers to promotion, and so forth, not educating and not encouraging teachers to move forward (Werang, Leba, & Pure, 2017). Working climate like this should be abandoned because it is only suitable for sugar cane planting and not inviting the best sons and daughters of the nation to become a teacher"

²⁵ Speech by the Minister of Education and Culture of Indonesia ²³adiem Anwar Makarim on the commemoration of National Teacher's Day on November 25 2019.

"Assalamualaikum warahmatullahi wabarakatuh, Shalom, Om Swastiastu, Namó Buddhaya, Rahayu, Good morning, and warm welcomes to everyone of you. Respected teachers, ladies and gentlemen. The custom of Teacher's Day is piled high with motivational and persuasive remarks. Sorry, but my presentation today will be a little different. I want to talk to all Indonesian instructors, from Sabang to Merauke, as it is, with a genuine heart. Dear Indonesian teachers, you have the finest and most challenging profession in the world. You have been tasked with shaping with creating the nation's future, but you have given more regulations than guidance. You want to assist students falling behind in class, but you're spending energy on administrative activities that don't seem to benefit them. You understand that test scores cannot assess a child's potential, yet you are compelled to chase numbers due to pressure from many stakeholders. You want to take your students outside of the classroom to learn from the world around them, but your curriculum is so heavy that adventure is out the window. You want to take your students outside of the classroom to learn from the world around them, but your curriculum is so heavy that adventure is out the window. You're irritated because you realize that children's ability to cooperate and contribute, not their capacity to memorize, will decide their success in the real world. Although you are aware that each child has specific characteristics, uniformity has supplanted variety as a critical premise of bureaucracy. You want every kid to be motivated, yet you don't have the freedom to try new things. I will not make promises to you that I will not keep. Change may be challenging and inconvenient. One thing is sure: I will keep fighting for the right to study in Indonesia. Change, on the other hand, cannot be initiated from above. The teacher is where it all begins and finishes. Do not wait for the cue or commands. Take the first step. Make slight adjustments to your classroom tomorrow, wherever you are. Instead of listening, invite the students to discuss. Allow students to educate in the classroom. Begin a social service initiative with the entire class. Find talent in a pupil who is self-conscious. Offer to assist instructors who are having difficulty. Whatever modest modifications are done, if every instructor does so simultaneously, this vast ship known as Indonesia will undoubtedly move.

Teachers are truly meaningful in a life setting (Grantham, Robinson, & Chapman, 2015). Through teachers, humans can understand the meaning of life (Beauchamp & Thomas, 2009). Teachers are considered the basis of a nation's life. The teacher is present is considered to liberate a nation and the order of life (Li, 2018). Teachers as a driving force for the progress of a nation (Ilmi, Darma, & Azis, 2020). Education is the entrance to civilization, and teachers are the key to education. Teachers as the main actors in implementing educational programs in schools have a very important role to achieve educational goals. The teacher's role includes: educating, mentoring, training, advising, updating, being a model and role model, having a personality, researcher, encouraging creativity, evoking views, doing routine work, moving tents, telling stories, being an actor, emancipating, preserving, as a culmination, and do an evaluation. The role of teachers in educational development includes: instilling values, building character, central learning, providing assistance and encouragement, supervising and coaching, disciplining children, and being role models for the environment (Juhji, 2016). Teachers are at the frontline of efforts to improve educational quality. Especially in terms of motivating students to increase the quality of their education for the sake of educating the nation's life. The role of the teacher becomes the motive for the power that encourages someone to do something.

The teacher needs to foster learning motivation for students to obtain optimal learning outcomes for the achievement of a certain goal (Idzhar, 2019).

In line with the government's policy, through UU RI No. 14 Tahun 2005 Pasal 7 mandates that development of teachers' profession is conducted through self-development that is democratic, fair, non-discriminatory and sustainable by upholding human rights, religious values, cultural values, And professional code of ethics. Teachers must also sustainably increase academic credentials and skills while keeping up with the advancement of science, technology, and art to fulfil their responsibilities.

Development of teacher resource refers to UU RI No. 14 Tahun 2005 Tentang Guru dan Dosen pada Bab VI Pasal 10 ayat 91 states that the development of teacher resources should refer to 4 (four) teacher competencies that are implied are pedagogical competence, personality competence, social competence, and professional competence. In connection with PP RI No. 19 Tahun 2005 about education Standard National Pasal, 28 ayat 3 also mandates the same about the development of competencies that must be owned by teachers.

The government's efforts to develop teacher resources from year to year in terms of regulation:

- 2004: declaration of the teacher as profession 4 December 2004.
- 2005: the issuance of Law No. 14 of 2005 on Teachers and Lecturers and the publication of Government Regulation number 19 of 2005 on National Education Standards.
- 2006 and 2007: implementation of certification for the quota year 2006-2007.
- 2008: issuance of Government Regulation number 74 the year 2008 and payment of professional profession allowance for teachers who have been certified.
- 2009: the issuance of PP number 41 of 2009 regarding the professional allowance of teachers and lecturers, special allowances of teachers and lecturers, well as honour benefits of professors. And the publication of Permeneg PAN & RB number 16 the year 2009 about the functional position of teacher and credit number.
- 2010: publication of PerMenDiknas number 27 the year 2010 about induction program for novice teacher and publication of Permendiknas number 35 the year 2010 about technical instruction of functional position of teacher and credit number.
- 2011: the issuance of regulations with the Minister of National Education, Minister of Internal Affairs, Minister of Home Affairs, Minister of Finance and Minister of Manpower on the arrangement and equity of civil servant teachers.
- 2012: teacher selection standard, teacher's competency level, teacher's PK control system and PKB support, Pre-certification teacher certification and PPG, technical guidance for PK teachers and PKB, and pilot implementation of PK teachers and PKB.
- 2013: PKB implementation is based on the teacher's PK results.
- 2014: implementation of teacher PK and PKB based on the results of teacher's PK.

- 2015: completion of teacher certification in the position and teacher professional education for prospective teachers.
- 2016: the appointment of prospective teachers must be certified.

In realizing the demands of professional skills teachers are often faced with various problems (Castro, Kelly, & Shih, 2010). Internal factor (internal) and external factor (external) variables contribute to low teacher quality. Internal difficulties include conservative living views, limited teacher desire to build competency, and a lack of interest in science, technology, and art growth. External factors such as legislation, education policy, infrastructure, parents, and community participation are present (Geib, Chapman, D'Amaddio, & Grigorenko, 2011).

Internally, there are still many teachers who have a conservative attitude. Teachers tend to retain the usual way of doing things from time to time in carrying out tasks, or wanting to retain the old (conservative) way, given the newly perceived way generally demanding changes in work patterns. Teachers who still have a conservative attitude see that such demands are an additional workload for them (Gunnórsdóttir & Jóhannesson, 2014). In addition, there are still many teachers who do not pursue the profession as a whole. This is because there are teachers who work outside their working hours to meet their daily needs so that the time for reading and writing for self-development is no longer available. Teachers are less interested to add insight, not motivated to improve the quality of self because it is not required to research as a lecturer in Higher Education (Kunter et al., 2013).

From the outside, instructors' lack of professionalism is attributable to a ²⁴lack of resources and infrastructure to support the teaching and learning process. Facilities and infrastructure should not be sophisticated equipment, should be tailored to the needs of learning so that it is also useful for conservative teachers. Regulation that is less favourable to the existence of teachers, rarely even no legal protection, should regulation motivate performance rather than hinder quality improvement. About education policy, the issue of education and teacher quality is often a "merchandise" of campaign tools before, while even completing election celebrations, teachers often become less qualified because they have to run a superior policy there is "structured intervention". Related parents, teachers are often a victim because it is often accused parents that teachers mistakes when students fail (Wolak, Finkelhor, Mitchell, & Ybarra, 2008). However, teachers are often forgotten when students succeed. About the community including the media, teachers are difficult to be role models, teachers are less open in providing information.

In the era of increasingly fierce competition, the role of teachers in education is becoming increasingly important in the framework of human investment, so every organization including education requires a productive, creative, innovative and professional teacher presence. To get the resources of teachers who have high integrity with all their abilities, it is necessary to create strategic efforts in the development of teacher resources (Kazemi, Franke, & Lampert, 2009).

As a critical factor, teacher resources must be used successfully to attain educational goals, and teachers, as the primary determinants of educational achievement, must be able to improve. According to Shodiq & Syamsudin (2019), Teachers hold a prominent position in society

because they are seen as role models and information sources. Both within and beyond the classroom, a teacher carries a significant amount of responsibility for all students' personalities and behaviours. This situation has changed in the contemporary and digital period as a result of socio-anthropological developments in civilization. Teachers are crucial and necessary in conveying values through the learning process, despite their changing identities. According to Velle (2021), the teacher must have the ability and capacity to implement teaching resources through professionalism. Further, Klassen (2021) argues that teacher recruitment strategies need to receive attention to gain the high quality of teachers with such ability and capacity. However, there are several aspects for a quality teacher, but pedagogical skill is the prominent one. Therefore, teacher resources should be assessed and scanned by a professional academician or researcher. To develop teacher resources, digital literacy is the option. Potyrala and Tomczyk (2021) argue that the lifelong of teachers could be maintained by developing digital literacy. In sum, a teacher should have a path for resources development to increase his capacity in teaching

In some European and Asian countries, Because teachers have not held the standard of professional skills necessary and necessary instructors as educators, the problem of teacher resources remains a challenging challenge to resolve, notably in Indonesia and notably in North Sulawesi. Wicaksono (2021) explores comparative study in city policy. Further, compared to Malaysia, Wangid et al. (2020) declare that Teachers' self-efficacy varies depending on their own experience and an experience received from other sources, individuals, social factors, spiritual formation, and physical and psychological well-being. In terms of teacher efficacy in Indonesia and Malaysia, those are unquestionably diverse since they endure various changes. In general, however, there are no substantial variations in teacher efficacy between Indonesia and Malaysia. But it seems that the efficacy of teachers in involving students in learning share distinction. On the flip side, the efficacy in instructional learning strategies, and efficacy in classroom management have no significant differences.

Therefore, teacher resources should be developed and enhanced through an integrated and sustainable development program. A motivational strategy (Liu, et., al, 2019), self-efficacy to class management (Jackson & Miller, 2019), purposeful play method (Allee-Herndon, 2020), video annotation tools (Zaier, 2020), hip-hop pedagogy (Hains, et., al, 2021) are variants on how teacher resources should be developed. However, those strategies do not reach the context of Indonesia. From a local perspective, the development of teacher resources became an important phenomenon to be proven in this study. Specifically, indicators (1) The development of teacher resources at the Manado City have been done but not through a structured program. (2) the teacher resource development planning process has not been clearly defined. (3) There are still many difficulties in the line of teacher resource development. (4) The teacher resource development monitoring and assessment technique are insufficient. This is the rationale that makes doing a study on it fascinating. "Development of Teacher Resources" (Case Study on Dinas Pendidikan in Manado City) with the formulation of the problem statement: (1) (1) how teacher resource development is planned, (2) how teacher resource development is implemented, and (3) how teacher resource development is monitored and evaluated.

2. METHOD

This study takes a qualitative approach and utilizes a case study method. In-depth interviews are the primary data collecting tools, followed by document study techniques/literature and observation. Data analysis is carried out both during and after data gathering. Data collection, data simplification, and data deduction are all part of technical data analysis. Check the credibility, transferability, reliability, and confirmability of study findings.

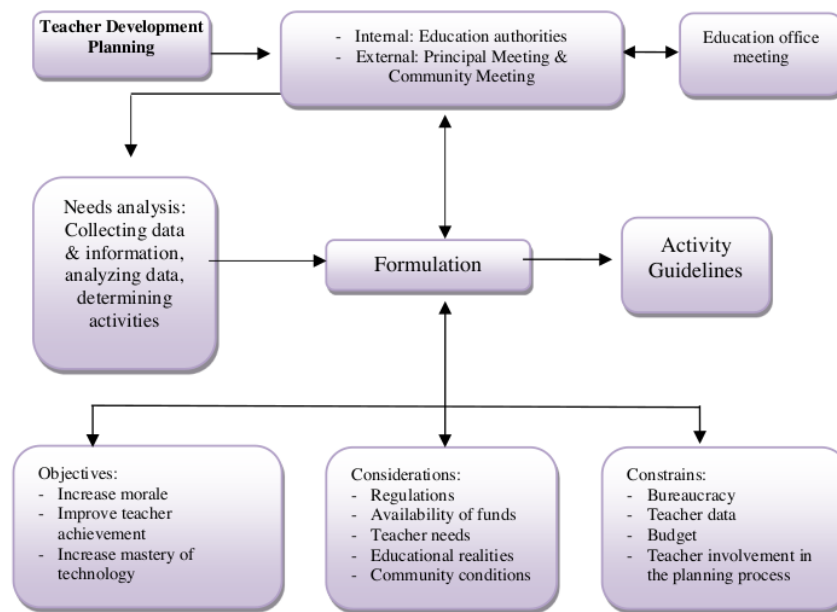
3. RESULT AND DISCUSSION

3.1. Typology of Teacher Development Planning

1. A needs analysis is one of the steps of teacher development planning (Tabak, 2020). Capturing data and information, evaluating data to uncover numerous answers through activities, and establishing priority activities are all phases in the needs analysis process. Therefore, to gain development planning, Firestone et., al (2020) suggest a teacher study group that could integrate the planning. By doing so, diversity in the classroom could be prepared (Rowan et., al, 2020). Eventually, a conceptual framework will be formulated and working conditions could be defined (Esterhazy et., al, 2021) (Merrill, 2021). Furthermore, the preparation for data as an administration asset should receive consideration. A study led by Sara & et, al (2021) proves that administration development has a direct connection to economic enhancement. In another word, the success of teacher development planning depends on administration preparation.
2. Internally, planning is done by data collecting by educators and education employees, as well as information gathering from principal's meetings (MKKS) and community meetings (MUSREMBANG), Through the division of educators and education workers, facts and information are reviewed. In an internal education office meeting, priority activity models were developed. Further, Susanto & Yuliana (2021) encourage to use of SWOT as an analysis for teacher development planning.
3. Teacher development activities are planned following applicable rules, teacher needs, educational reality or phenomenon, and societal conditions or situations.. The purpose is to boost teacher morale, raise teacher achievement, and promote teacher understanding of technical mastery.
4. Budgeting is based on legal considerations, budget availability, and funding sources. Decentralization, however, has an impact on the educational fiscal and influences local government policy (Fatoni, 2020) (Magriaty, et., al, 2020) (Sandjaja, et., al, 2020). Therefore, the teacher should consider budget planning by inviting financial and state policy in discussion (*see*, Prabowo, 2020) (Hamudi, 2020). The planning time is adjusted to the time for determining the local government budget (APBD) and the realization of the government aid budget for schools (BOS).
5. Planning for teacher development is constrained by several factors: a) Changes in government bureaucracy and new regional tools, b) The cost of education delivery programs, in general, continues to be a top focus in budgeting, c) delays in entering teacher data, d) accuracy of teacher data, e) teacher involvement in planning.

The typology of teacher development planning can be explained through picture 1:

Picture 1. The typology of teacher development planning



Source: Primary data, 2017

3.2. Typology of Teacher Development Implementation

1. The implementation stages of teacher development are:

- Office coordination meetings and school administrators inform teacher development initiatives. The coordination meeting provides information on the guidelines for implementing activities, including the basis, purpose, and objectives, as well as the benefits of the activity, as well as the time, place, supporting facilities, participant requirements, rights and obligations of schools and teachers, and other related issues.
- The formation of the committee.
- Invitations and announcements to teachers regarding the time and venue of the activity's execution help to socialize the activity.
- Before the committee's implementation, technical advice is provided. Technical guidance, in which the committee informs instructors about systems, methods, and implementation mechanisms, particularly for activities that employ an online system, is provided by the committee. Official letters, online bulletins and instructions, and social media are all used to promote socialization.
- Implementation.

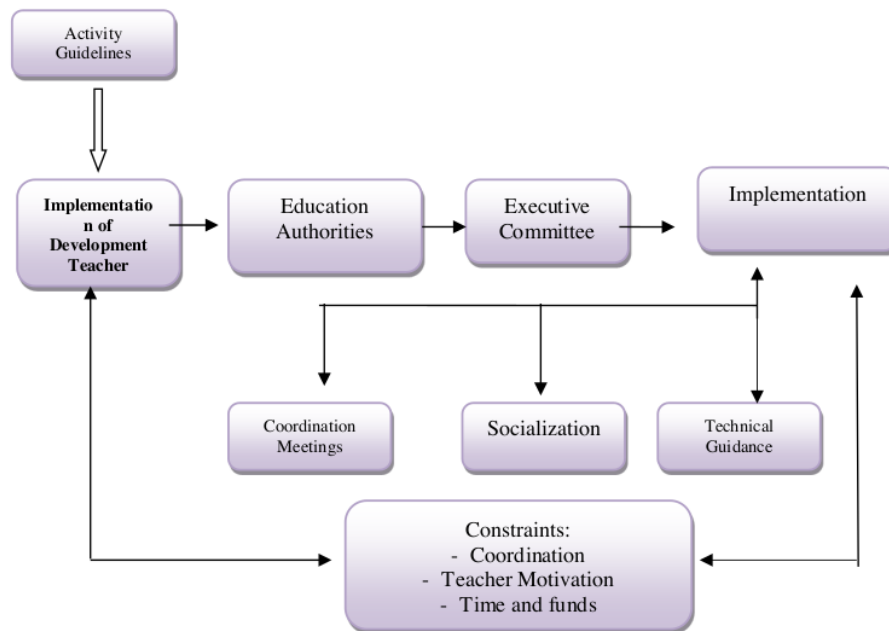
2. Teacher development implementation constraints:

- Implementation is solely in the hands of the education office, and it is frequently misunderstood by those representing teachers during coordination meetings.
- Teacher motivation in participating in activities is very lacking.
- Technical guidance is often not implemented due to limited time and funds.

3. Teachers will be able to enhance their quality. The education office will have competent teacher resources, and they will be able to respond to community requirements if teacher development is implemented..

The typology of teacher development implementation can be explained through picture 1:

Picture 1. The typology of teacher development implementation



Source: Primary data, 2017

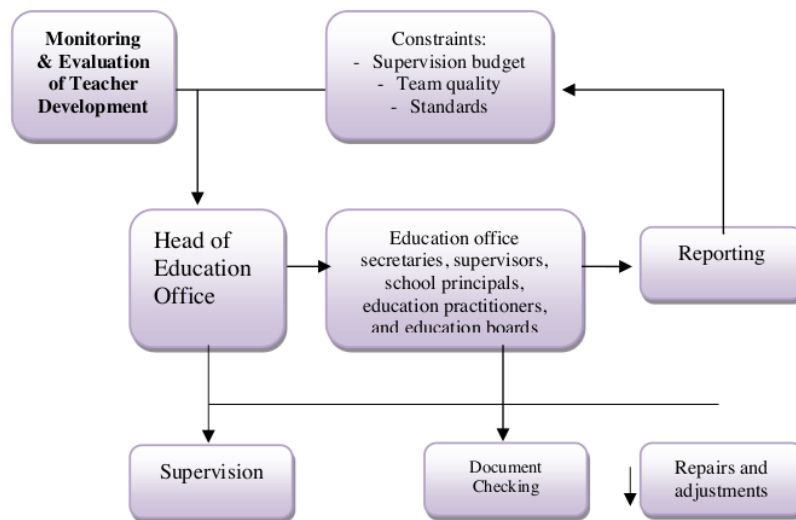
3.3. Typology of Monitoring and Evaluations of Teacher Development

1. Internally, the Head of Office, the Secretary of the Office, supervisors, and the principal carry out monitoring and evaluation. Education practitioners, academics, the media, educational NGOs, and education councils are all outside looking in.
2. Monitoring and evaluation patterns: supervision, document inspection, correction and adjustment, and reporting.
 - a) Supervision to discover all teacher and committee activities in progress. In addition to collecting data and information about the causes and consequences of difficulties encountered by both the teacher and the committee, supervision is also to gather data and information about the causes and consequences of barriers faced by both the teacher and the committee.
 - b) Inspection of documents so that it could be adjusted between implementation guidelines, implementation activities, and as a guideline for other guides
 - c) Improvements and adjustments where the supervisor is involved. To avoid errors during implementation.

- d) Reporting is the result of developing teacher resources that contains the impact on the success of the learning process in school/classroom. And as a form of administrative and even moral responsibility.
- 3. Obstacles to monitoring and evaluation of teacher resource development:
 - a) Regarding the budget for the monitoring and evaluation team.
 - b) Quality monitoring and evaluation team.
 - c) Monitoring and evaluation standards because they involve external.

The typology of teacher development monitoring and evaluation can be explained in figure 3:

Figure 3: The typology of teacher development monitoring and evaluation



Source: Primary data, 2017

CONCLUSIONS

1. Data gathering, analysis, and creating a priority development program are all part of the teacher resource development planning pattern, which uses a bottom-up method to organize democratic activities. Rules, government regulations, and budget availability all influence time and budget planning. Teachers, on the other hand, were not directly involved in the planning process.
2. The government should inform and promote the pattern of execution of teacher resource development. That is, more attention and a dedicated budget for the creation of teaching resources are required.
3. The pattern of teacher resource development monitoring and assessment is based on both internal and external stakeholders. As a result, utilizing explicit and measurable standards, the quality of supervisors becomes a crucial predictor of monitoring and assessment success.

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