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## EVALUATION OF TEACHER PROFESSIONAL DEVELOPMENT PROGRAM AT ELEMENTARY SCHOOL 34 SOUTH PONTIANAK

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**Abstract.** The purpose of conducting this research was to evaluate the implementation of the teacher professional development program at Public Elementary School 34 South Pontianak. It hopes that this research will be helpful to provide input and suggestions for the professional development of teachers in general and in particular at Public Elementary School 34 South Pontianak. This development can become a role model for schools in the vicinity. This research used a descriptive method. Descriptive is a problem-solving procedure that is investigated by describing the state of the object of the research at present as it is. Based on the opinion above, the researcher used a descriptive method by looking for data about the implementation of the Teacher Professional Development Program at Public Elementary School 34 South Pontianak by using the Goal-Oriented Evaluation Model. The data obtained in this research is narrative sentences, documents, and images from observations. Data collection is carried out on an ongoing basis through interviews, observations, and document studies.

**Keywords:** Evaluation of Teacher Professional Development Program; Education

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### I. INTRODUCTION

A teacher is a professional educator with the main objective of educating, teaching, guiding, distributing, training, assessing, and evaluating students in early childhood education, informal education, basic education, and secondary education.

The teaching profession is a growing profession because teacher positions can only be obtained at educational institutions whose graduates prepare teachers (Newmann, King & Youngs, 2000).

The teacher has a position as a professional in the formal education line appointed by the legislation. The distribution of teachers as professionals must be proven by an educator certificate. This distribution serves to increase the dignity and role of teachers as agents of learning to improve the quality of education. While the goal is to implement the national education system. Teachers can be said to be professional jobs because they have the following characteristics of the educational profession: (1) Positions that involve activities or intellectuals; (2) A position that deals with a body of special knowledge; (3) Positions that require long professional preparation; (4) Positions that require continuous in-service training; (5) Positions that promise a lively career and permanent membership; (6) Positions that determine their standards; (7) Positions that determine services for personal interests.

A teacher is a professional position that has specific requirements. Therefore, the development of the teaching profession must be carried out in a democratic, non-discriminatory, and sustainable manner by upholding human rights, religious values, cultural values, national pluralism, and a professional code of ethics.

Based on the regulation of the Minister of National Education No. 16 of 2007 concerning the professional qualifications of teachers are as follows: (1) Mastering the material, structure, concept, and scientific mindset that supports the subject; (2) Mastering the competency standards and base competencies of the subjects delivered; (3) Sustainably develop professionalism by taking reflective actions; (4) Develop through creatively taught lessons; (5) Utilizing information and communication technology to develop themselves.

Based on the background of the problem stated above, the primary matter in this research is how to evaluate the Professional Development Program at Public Elementary School 34 South Pontianak. In general, the purpose of this study was to evaluate the implementation of the teacher professional development program at public elementary school 34 South Pontianak. Furthermore, the specific objectives are:

1. Describe the mastery and development of teachers on the material, structure, concept, and scientific mindset at public elementary school 34 South Pontianak.

2. Describe the mastery and development of Competency Standards and Basic Competencies in the subjects taught by teachers at public elementary school 34 South Pontianak.
3. Describe the development of learning materials creatively guided by teachers at public elementary school 34 South Pontianak.
4. Describe the professional development of teachers on an ongoing basis at public elementary school 34 South Pontianak.
5. Describe the use of information and communication technology by teachers at public elementary school 34 South Pontianak.

The researcher hoped this research was conducted to develop knowledge in the field of education, especially Education Administration. Therefore, the researcher decided to conduct a study entitled Evaluation of Teacher Professional Development Programs at public elementary school South Pontianak.

## II. METHODS

This research used a descriptive method. Descriptive is a problem-solving procedure that is investigated by describing the state of the object of research at the present time as it is. Descriptive is a work step to describe an object, phenomenon, or social setting of translation in narrative writing.

Based on the opinion above, the researcher uses a descriptive method, namely by looking for data about the implementation of the Teacher Professional Development Program at public elementary school 34 South Pontianak with the "Goal Oriented Evaluation Model".

The research process was carried out with several objectives, namely: preliminary stage, pre-field, fieldwork, research, analysis of the collected data findings, data presentation, and research reports.

The first stage is the introduction namely the planning by communicating with the parties to be studied by visiting the location that will be used as a place of research by looking at the feasibility of being used as a place of research. The second stage is pre-field which is the stage to communicate the research title with the principal of public elementary school 34 South Pontianak with various possibilities that happened in the research. The third stage of fieldwork is the researcher gets the variety of materials needed for the research to take place. The four stages of research are where researchers can research following the title and problems related to the research. The fifth stage is data analysis, the research finding is a stage of collecting data, then selecting appropriate and unfit data to be included in the research according to the problem to be discussed. The sixth stage is presenting and reporting research of the final stage by presenting and reporting everything that has been researched through various sources and ways to test research results.

In this research, data collection techniques used were direct communication techniques with data collection tools such as interviews and direct observation techniques used the observation and documentation for data collection tools. Interview and observation data were used to obtain primary

data, while documentation was used to obtain the secondary data.

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, documents, observations by organizing data into categories, describing them into units, synthesizing, compiling into patterns, choosing which one is important, and which will be studied and make conclusions so that they are understood easily by themselves and others.

According to Miles and Huberman in Sugiyono (2012:337) stated that "activities in qualitative data analysis are carried out interactively and take place continuously until complete so that the data is saturated. Data analysis consists of three activities, namely: 1) data reduction, 2) data presentation, and 3) concluding.

## III. RESULT AND DISCUSSION

The data obtained in this research is narrative sentences, documents, and images from observations. Data collection is carried out on an ongoing basis through the interview, observation, and document study. In practice, the interview, observation, and document studies can be carried out together.

Furthermore, the results of the research based on the interview, observation, and document study presented as follows:

1. Mastering Materials, Structures, Concepts, and Scientific Mindsets
  - a. The teacher is professional in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance, and training as well as conducting research and community service, especially for educators in higher education.
  - b. The results of the interview, observation, and document showed that the teachers at public elementary school 34 South Pontianak in mastering the material, structure, concepts, and scientific mindset apply thematic learning. In this thematic learning, the teacher teaches several subjects referring to the predetermined "them". The main subjects in Elementary School include Indonesian Language, Mathematics, Science, Social Sciences, and Civic Educations.
2. Mastering Competency Standards and Basic Competencies of Subjects/Development Fields that are taught.
3. Developing Creatively Guided Learning Materials.
4. Continuously Developing Professionalism.
5. Utilizing Information Technology to Communicate and Self-Develop.

Professional competence is something related to the appearance of carrying out a position following a profession that can follow the demands of the profession. This ability is in the form of broad and deep mastery of learning materials that enable teachers to guide students to meet the competencies set out in the National Education Standards (SNP).

The teacher must understand and master the teaching materials in the curriculum, structures, concepts, scientific methods that are coherent with teaching materials and can connect teaching materials in everyday life. In addition, the teacher is also expected to master the steps of research and critical studies to deepen and develop teaching materials under the Competency Standards (*SK*) and Basic Competencies (*KD*) that must be possessed by students.

Based on the exposure of the data and research results, as described previously, it has provided a sufficient picture for researchers to convey an original view in the form of a review by relying on theories and empirical views. Furthermore, a discussion of the research results will be described by the formulations that have been formulated.

#### *Mastering the material, structure, concept, and scientific mindset*

The results showed that the teacher who teaches at public elementary school 34 South Pontianak can instill Indonesian concepts (listening, speaking, reading, and writing) to their students. There are several ways that teachers use to instill this concept. For example, by asking students to read texts, listen to fairy tales, tell their experiences from waking up to going to sleep again, and writing down poems or poems that have been learned. At present, elementary school is already using the 2013 curriculum which is a curriculum whose learning form is "Thematic".

In this thematic learning, the teaching teacher connects several subjects under one theme/sub-theme. Thematic learning will help students build the meaning of new and stronger concepts and principles. In line with this description, Rusman (2012:253) states that "learning will be more meaningful if the child experiences what is being learned instead of knowing" further Rusman (2012:255) said "with this theme, it will provide many advantages including 1) Students easy to focus. 2) Students can learn knowledge and connect various base competencies between subjects. 3) Understanding the subject matter is easier and more effective. 4) Base competencies can be developed better by linking subjects with personal experience. 5) Students feel the benefits and the meaning of learning. 6) Students are more enthusiastic about learning. 7) Teachers can save time.

#### *Mastering Competency Standards (SK) and Basic Competencies (KD) Subjects/Development Fields that are taught*

Teaching profession reform in the Indonesian education system began with the enactment of National Law (Estriyanto, et al., 2017). In essence, the teacher makes a complete and systematic Lesson Plan before the learning activity is started so that the learning takes place interactively, inspiring, fun, challenging, motivating students to participate actively, and providing scope for initiative, creativity, and independence according to their talents, interests, and the physical and psychological development of students.

The results showed that the teachers had mastered *SK* and *KD* when teaching. To master the *SK* and *KD*, the teachers have gained this knowledge through Bachelor Degrees of

elementary school education. At the time, teachers had been trained to make lesson plans, implement and assess learning outcomes.

In addition to mastering *SK* and *KD*, teachers are required to be able to formulate the learning objectives for five subjects (Indonesian Language, Mathematics, Science, Social Sciences, and Civic Educations). As for the basis for making these learning objectives, teachers at public elementary school 34 South Pontianak refer to the indicators that have been set) formulated based on *SK* and *KD*.

#### *Developing Creative Guided Learning Materials*

Qualified learning materials is needed in the efforts to improve the quality of teaching-learning (Simamora, & Saragih, 2019). The thematic approach requires teachers to be independent in developing teaching materials. The selection of materials is already in the student's book and the teacher's book. A teacher can collaborate wisely between teacher books and student books. By using the right strategies and teaching aids, teachers can develop learning materials effectively and efficiently. In connection with this description, Husna Asmara (2018:29) stated that the ability to master learning materials broadly and deeply allows teachers to guide students to meet the Competency Standards set out in the National Education Standards (SNP). By using the right strategies and teaching approaches, it is hoped that teachers can develop learning materials effectively and efficiently. In connection with this description, Husna Asmara (2018:29) "the ability to master learning material broadly and deeply that allows teachers to guide students to meet the Competency Standards set out in the National Education Standards (SNP)".

#### *Developing Professionalism Continuously*

In an effort to improve the quality of educational resources, teachers are a component of human resources that must be nurtured and developed continuously (Suchyadi, et al., 2020). The research findings showed that there are various ways that teachers at public elementary school 34 South Pontianak develop professionalism, for example through reflection on performance after the teaching and learning process, seeing the minimum scores of students (*KKM*), and responses from students in the learning process. The results of the reflections are used by the teacher to improve and improve the quality of learning. In a learning organization, people are the primary source of power, not a minimized cost. Organizations that embrace this prospect treat their employees properly, have good working conditions, and the opportunity to develop a good person as well as professionally (Iskandar Agung, 2012:61). Teacher co-operation has importance for how they develop, and some of the teachers can lead such learning activities themselves. Moreover, a positive school culture with a good atmosphere and understanding of teachers' learning, in addition to co-operation with external resource persons, may impact the professional development of teachers (Postholm, 2012).

#### *Utilizing Information and Communication Technology to Communicate and Self-Develop*

For teacher, digital competence has become the basic skill in all subjects (Krumsvik, 2011). The results showed that teachers at public elementary school 34 had used the information technology to communicate with fellow teachers, teachers with students, teachers with parents, and teachers with supervisors. By mastering information and communication technology to communicate, it expects the teachers can master the ten competencies attached to them. Rochman Natawijaya et al (Ahmad Barizi & Muhammad Idris (2010: 150) as follows: (1) Teachers master the material to be taught; (2) Managing the teaching and learning program; (3) Managing the classroom; (5) Using media/learning resources, e. Mastering the foundations of education; (6) Managing teaching and learning interactions; (7) Assessing student achievement; (8) Implementing guidance programs in schools; (9) Organizing school administration; (10) Mastering the principles and interpreting research results. ICT is the most significant components changes in the general school culture (Blau, & Shamir-Inbal, 2017).

#### IV. CONCLUSION

Based on the results of the research presented on the Evaluation of Teacher Professional Development Program at public elementary school 34 South Pontianak, the researcher concluded that the teachers who taught at the public elementary school 34 had mastered the material, structure, concept, and scientific mindset by using thematic education for five subjects such as Indonesian Language, Mathematics, Science, Social Sciences, and Civic Educations.

The mastery of competency standards and primary competencies for five subjects shows that teachers have mastered by formulating learning objectives for each subject. By maintaining and improving teacher professionalism, it hoped that the role of the principal can facilitate teacher activities for the smoothness and development of teaching and learning activities both in low and high grades, the use of information and communication technology in communication should be necessary.

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