International Journal of Engineering & Technology, 7 (3.25) (2018) 295-298

International Journal of Engineering & Technology

Website: www.sciencepubco.com/index.php/IJET

Research paper

The Effective Development Techniques in Teacher Working Group Meeting to Improve Teacher Professionalism

Bambang Budi Wiyono[1]*, Teguh Triwiyanto[2]

[1]Faculty of Education, Universitas Negeri Malang
[2]Faculty of Education, Universitas Negeri Malang
**Corresponding author E-mail: bambang.budi.fip@um.ac.id*

Abstract

The main objective of education is to develop human capabilities and personality. Moreover, the teacher is the major point in the implementation of education. To improve the quality of education, the professionalism of teachers should always be improved. One of the development techniques applied in Indonesia is teachers working group meetings. The purpose of this study is to find out the effective development techniques to improve professionalism in the teachers working group meetings. This research was conducted in Malang by using descriptive correlational research design. There were 110 teachers of elementary schools and junior high schools taken as samples using cluster proportional random sampling. Data collection techniques used questionnaires and documentation and analyzed by descriptive statistics and Pearson correlation. Based on the analysis results, it was concluded that the development techniques used in the Teacher Working Group meetings can be classified into five, namely lesson planning, doing workshops, teaching demonstration, lecturing, and having discussions. There is a significant positive correlation between teachers' participation in the Teacher Working Group meetings and their professionalism. The most effective development technique is teaching demonstration.

Keywords: *teacher working group meeting, teacher professionalism, lesson plan, instructional media, workshop, teaching demonstration, lecture, discussion.*

1. Introduction

Education is the main way to sustain the nation's life and reach the national goal. The main purpose of education is to develop human capabilities and personality, both physically and spiritually into a level of maturity. Furthermore, education will also produce skilled and dynamic human beings in order to maintain the unity, continuity, progress, and civilization of the nation.

Regarding the development of society, the function and role of education increase in the life of the nation. Though the rapid development of science and technology brings great benefits, it leads to new problems in life. The role of education is not only to form human beings who adapt themselves in the life of society, but also develop society. Meanwhile education should strive to develop the personality optimally, not merely provides knowledge or skills. Through optimal education, people who can live and internalize the values of community will be produced.

The implications of educational efforts mainly lie in the process of teachers' education and learning. Teachers are the main point in the implementation of education. If teachers have the ability to perform their functions, roles, and duties well, then the aims of education will be achieved. Furthermore, the process of education will produce a capable human who has a superior personality. Akiri [1] showed that there was a strong relation between the effectiveness of teachers in classroom activities and student's achievement. In addition, Wiyono [2] also indicated that there was a strong relation between students' learning habit, learning motivation, and learning outcome. The students' learning habit and motivation are supported by teachers.

In reality, it indicates that the ability of teachers in carrying out the task, especially in the elementary level, is still relatively less than what is expected. It is in line with study of Kummerer et al. [3] that most teachers did not meet the expected qualifications, on the other hand, the needs to immediately improve the professionalism of teachers have to be done.

Teachers' professional development activities have been conducted a lot, but there are not enough activities have brought changes to the increase of teachers' professionalism in carrying out the tasks. Since the introduction of the 9-year basic education program, the teachers' professional development activities have been thoroughly done through training activities, but it has not shown significant results. Based on the study of Suryadi and Tilaar [4], they showed that teachers' training activities that have been implemented could not bring positive impact in improving their professional ability. Therefore, it is essential to find the most effective training techniques to improve their professionalism in performing the tasks well.

When it is examined further, it has not been much studied how high the effectiveness of activities in the Teachers Working Group meetings in improving teachers' professionalism. The study of Wiyono and Burhanuddin [5] showed that there was positive correlation between teachers working group meetings and teaching quality of teachers, but it' not all of the supervision techniques applied have significant relationship. In addition, the further study of Wiyono, Kusmintardjo, and Sucipto [6] indicated that there was only eight effective supervision techniques that have a significant relationship with the performance of teachers. On the other hand, based on the draft of the policy proclaimed by the Minister of Education and Culture, the development of teachers' competence in carrying out many tasks is conducted through Teachers Work-

Copyright © 2018 Authors. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

ing Group activities. Based on that foundation, this research is carried out.

This research is aimed at: (1) describing the training techniques employed in Teachers Working Group activities, (2) obtaining the influence of teachers' activeness to follow Teacher Working Group activities on their professionalism level in performing the tasks, and (3) finding the most effective training techniques in the Teachers Working Group meetings in improving the professionalism when carrying out the tasks. The research hypothesis proposed in this research is "There is a significant influence of teachers' activeness when following the activities in the Teachers Working Group toward teachers' professionalism in performing the tasks".

This research is benefecial for the development of education, both theoretically and practically. For teachers, the results of this study can provide feedback on their success in following the Teacher Working Group activities and raise the level of professionalism in performing the tasks. Thus, it can help improve their performance in a better direction. For the school principals, supervisors, the head of the education office, and the officials, the results of this study can provide information about the activities of the Teachers Working Group meetings and their effects on the professional level of teachers in accomplishing the tasks. Thus, the school principals can use the results as a starting point to improve school management into a better direction. For officials of the education office, it can be used as the basis when deciding new policy, in order to improve the quality of education at schools. Theoretically, the results of this study can be used as the core for developing knowledge, especially related to professional teachers training.

2. Methodology

This research tries to find out the relation of teacher's participation in Teacher Working Group meetings towards their professionalism level in performing the tasks. This study did not provide treatment, but revealed from the existing data. Therefore, the research design used in this research is descriptive-explanatory design of causal modeling, Johnson and Christensen [7].

The participation of teachers in the Teacher Working Group meetings is demonstrated by five dimensions of activities, teachers' participation namely (1) in material delivery activities, (2) in workshops, (3) in discussion activities, (4) in lesson planning practice, and (5) in teaching demonstration activities.

The level of teachers' professionalism in carrying out their duties shown by three elements, they are: the ability and willingness of teachers in implementing (1) the task of education, (2) learning and guidance, (3) sustainable profession development, and (4) support.

Population in this research is teachers of public schools in Malang. By using cluster proportional random sampling technique, 110 teachers were chosen consisting of 43 teachers of junior high schools and 67 teachers of elementary schools.

Two techniques of data collection used in this research were: (1) questionnaires, used to collect data on teachers' participation in Teacher Working Group meetings and their professionalism level in performing tasks, and (2) documentation, used to add the data obtained through questionnaires, especially those are documentative, such as documents about teachers' characteristics, their work, and so forth. The research instrument was developed based on research variables. The developed instrument types are summated rating questionnaire and behavioral observation scale. The validity of the reviewed instrument is the validity of the item and the degree of reliability of the instrument is estimated using the Cronbach Alpha formula.

In accordance with the research objectives, two data analysis techniques were used in this research. First, descriptive analysis techniques were used to describe the participation of teachers in Teacher Working Group meetings and the level of professionalism of teachers in performing the tasks. Some descriptive analysis techniques are mean, standard deviation, frequency distribution, and percentage. Second, Product Moment Pearson correlation analysis technique was used to obtain the relation of teachers' participation in Teacher Working Group meetings and the level of their professionalism in carrying out the tasks.

3. Results and Findings

Based on the result of this research, it indicates that the frequency of teachers following the meetings of Teachers Working Group is included in pretty good category, with the mean value to 2,91. From the average, it can be explained that the average teachers attended the Teacher Working Group meeting is three times in one semester. There were 23.64% of teachers attended the one-time Master Working Group meeting, 25.45% is twice, 14.45% is three times, 22.73% is four times, and 12.73 % is more than four times, some of them are even six or ten times. Thus, the average teachers attend the meetings of the Teachers Working Group intensively.

When it is observed from the undertaken activities, the activeness of teachers in following the preparation of Teachers Working Group program is obtained an average value of 4.23. The value is considered in the high category. The average teachers involve in teacher working meeting program arrangement activities. Even the percentage of 37.27% has been participated in creating the activities in Teachers Working Group program. Thus, it shows the activeness of teachers in following the program arrangement activities of Teachers Working Group included in high category.

Regarding the types of activities generally conducted, it can be classified into five, namely (1) preparing activities of lesson planning, curriculum development, syllabus, and so on, (2) learning media development workshops, preparation learning tools and classroom action research proposal, (3) teaching demonstration activities or teaching simulations, (4) discussion activities, and (5) material delivery activities, including coaching for professional development.

When it is examined from the side of frequency, the average teacher in following the preparation of making lesson plans, syllabus, etc. obtained at 11.25, with standard deviation of 6.11. Thus, it can be concluded that teachers' participation in following the preparation of the lesson plan, syllabus, etc. included in the high category. In terms of effectiveness, 14.5% asserted it was ineffective, 55.5% was less effective, 20% was effective, and only 1.8% asserted that it was very effective. Thus, most teachers claim to be less effective.

For workshop activities or practice of making learning media, learning device, or questions arrangement, the average frequency obtained is the value of 6.47 with standard deviation value of 6,01. It shows that teachers are quite active in participating the workshops or practice of making instructional media, learning tools, or questions arrangement, but it is still under the preparation of LP. In terms of effectiveness, 17.3% of teachers declared that it was ineffective, 33.6% was less effective, 14.5% was effective, and 1.8% stated very effective. Thus, in general, the practice of making learning media, arranging questions, etc. tends to be less effective in the opinion of teachers.

For teaching demonstration or teaching simulation activities, the average is 8.75 with standard deviation of 7.4. Thus, it can be concluded that teachers are quite active in participating the demonstration activities or teaching simulations in Teachers Working Group meetings, but it is still lower than the preparation of LP and higher than the activities of making instructional media. In terms of effectiveness, 9.1% asserted that it was ineffective, 41.8% was less effective, 23.6% was effective, and 4.5% said it was very effective. Thus, in general, teachers assert to be less effective.

For the delivery of materials, the average value is 7.85 with a standard deviation value of 6.5. The results indicated that teachers are actively involved in material delivery activities, similar to teaching demonstration activities. When it is seen from its effectiveness, 12.7 stated that it was not effective, 50.9% was less ef-

fective, and 15.5% was effective, and by 4.5% declared that it was very effective. Thus, teachers in general said that it is less effective.

For discussion activities, based on the results of the analysis, the average value is 9.32 with standard deviation of 6.7. Thus it can be concluded that teachers are quite active in participating the discussions in Teachers Working Group meetings. From its effectiveness, 15.5% said that it was ineffective, 44.5% said that it was less effective, and 16.4% said that it was effective, and 3.6% said that it was very effective. Thus, most teachers tend to say that it is less effective.

Based on these five activities, the frequency of teachers following each activity can be illustrated in Figure 1 below.

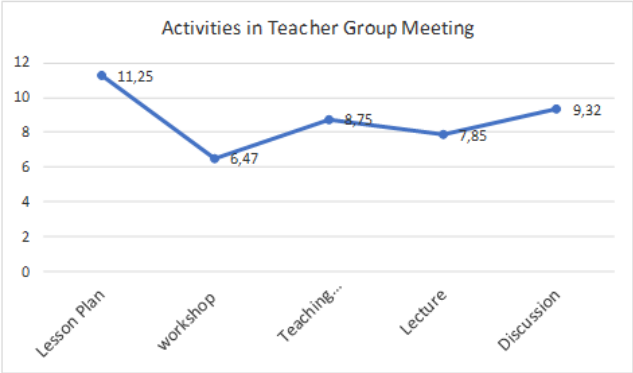


Fig.1: The Comparison of Frequency of Teachers in Following Activities in Teacher Working Group Meetings

Based on Figure 1, it can be concluded that the activeness of teachers participating in Teachers Working Group meetings is to follow the preparation of making lesson plans, syllabus, etc. in the high position, followed by discussion, teaching demonstrations, material delivery, and final media-making practices, or other learning tools. Regarding its effectiveness, the outline is presented in Figure 2.

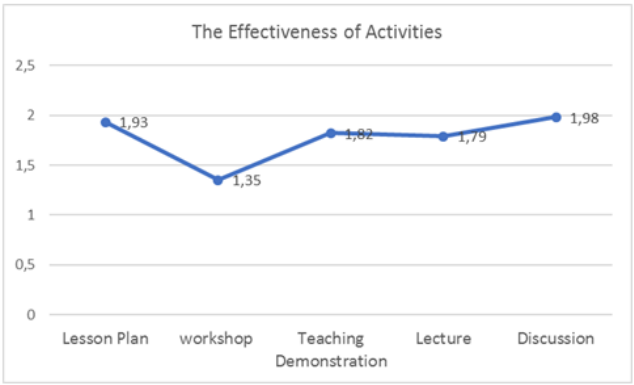


Fig.2: The Comparison of the Effectiveness of Activity in Teacher Working Group Meetings

Based on Figure 2, it can be concluded that the most effective activity according to the teachers is the discussion activities, followed by the preparation of making lesson plans, teaching demonstration, material delivery, and creating learning media.

After describing the data of the research, the next step is to answer the main problem in this research, that is testing the research hypothesis. The major hypothesis tested in this research is "There is a relationship between the activeness of teachers who follow the activities in the Teachers Working Group meetings and the professionalism of teachers in performing the tasks".

Based on the results of the overall correlation analysis, the coefficient r obtained is 0,518 with p value of 0.000. The p value is below the 0.05 significance level. Thus it can be concluded that the null hypothesis is rejected, so the alternative hypothesis is accepted, ie there is a significant positive relationship between the teachers' activeness in the meeting activities in Teachers Working Group and the professionalism of teachers in accomplishing the tasks.

Furthermore each activity has shown different results. In general, the coefficient r value of each activity is presented in Table 1.

Table 1: Correlation Coefficient of Activities in Teacher Working Group Meetings Teacher Professionalism

Independent Variable	*Dependent* Variable	r	p	Conclusion
Activities of LP preparation	Teachers' Profesionalism	0,366	< 0,05	H0 rejected
Making Learning media		0,390	< 0,05	H0 rejected
Teaching demonstration		0,465	< 0,05	H0 rejected
Delivering materials		0,356	< 0,05	H0 rejected
Discussions		0,380	< 0,05	H0 rejected

Based on Table 1, it can be concluded that the highest activity has a relationship with the professionalism of teachers, it is teaching demonstration activities, respectively followed by creating media activities, discussion, preparation of making lesson plans, and delivering material.

Based on the results of the study, it can be generally concluded that the activities in the Teachers Working Group meetings have a significant positive relationship upon the professionalism of teachers in performing the tasks. When it is viewed from each activity, all activities have significant positive relationship, starting from teaching demonstration, workshops for developing instructional media, discussion, arranging lesson plans to lectures show significant positive relationship with the professionalism of teachers in performing the tasks.

When it is examined further, the results of the study are in accordance with the results of the research done by Wiyono [8] which showed that there was a significant positive relationship between the involvement of teachers in Teacher Working Group meetings and teachers' ability in implementing teaching procedures. In addition, the results are also in line with the research results of Wiyono and Burhanuddin [5] which showed that there was a significant positive relationship between teachers' meetings with the quality of teaching.

When it is observed from each activity held in Teacher Working Group meetings, it appears that the highest coefficient of relationship is in teaching demonstration technique, followed by workshops for developing instructional media, discussions, workshop for preparing lesson plans, and lectures. Certain activities that emphasize on the high activeness of teachers have a higher relationship. This result is consistent with the study results of Wiyono et al. [9] which showed that effective supervision emphasized on the participants, collaborative, and humanistic principles. The higher the activeness of the participants, the higher results will be achieved, so that it can improve competence and professionalism of teachers in performing tasks, especially teaching tasks.

Moreover the results of this study are also in line with the study results of Wiyono [10] which showed that self-evaluation was very effective in improving the transformational leadership competence of the principals. Self-evaluation activities emphasize on the activeness of the participants, namely the principals. In addition to that, the results are also in line with the study of Malm [11] which showed that teacher training programs did not only emphasize on cognitive development, but also the emotional and social development of teachers. The teacher training programs should be focused on practice. Thus, it will be able to improve the professionalism of teachers. In addition, the study results of Raudenbush [12] showed that internal supervision, which included teacher development activities, had an impact on teacher teaching.

On other view, the study result of Hung and Yeh [13] also showed that the design of the teacher study group plays a major role in shaping various sequences of teacher change. That is also con-

sistent with the research result of Gersten et al [14] that indicated that there was impact of the teacher study group on the teaching practice and teaching knowledge. There was a significant correlation between teaching practice and the teaching knowledge and students' learning outcome. The finding is also in line with the study of Conley, Fauske, and Pounder [15] which showed that there were significant correlation between organizational factors and the work group effectiveness. The higher the levels of organizational support, the higher the perception of work group effectiveness. The intermediate effectiveness included effort, knowledge/skills, and appropriateness of strategies, whereas the final effectiveness criteria included improved teaching and learning effectiveness and team commitment.

4. Conclusion

Based on the research, it can be concluded that most teachers of elementary schools participated in the Teacher Working Group meetings. The supervision techniques used in the Teachers Working Group activities in general can be classified into five, namely the preparation of making lesson plans, workshops for developing instructional media, teaching demonstrations, lectures, and discussions. There is a significant positive relation between the activeness of teacher in Teacher Working Group meetings and teachers' professionalism in carrying out the tasks. The most effective technique that has the highest correlation with teachers' professionalism is the teaching demonstration technique. It is concluded that the most effective technique emphasizes on participants' activeness in the implementation of development.

5. Implications and Limitations

Based on the research conclusions, it is recommended that teachers be more active in participating in the Working Group Meetings. In addition, principals had better facilitate and provide guidance to teachers in carrying out activities in the Working Group Meetings, so that the results will be achieved more effective in improving the teachers professionalism. For future researchers, the findings can be used to study more deeply about the effect of activities in Working Group Meetings on the organization.

The research emphasized more on teachers participation in implementation of supervision techniques that were applied in the Teacher Working Group meetings. The supervision approach has not been studied in depth. In addition, the research method used expo facto design. Therefore, the researchers had better study the other aspects further. It would be better to use an experimental method, so that it will achieve a stronger generalization.

Acknowledgement

The researchers thank Faculty of Education Universitas Negeri Malang for its support.

References

[1] Akiri, Agharuwhe, "Effects of Teachers' Effectiveness on Students' Academic Performance in Public Secondary Schools; Delta State - Nigeria", *Journal of Educational and Social Research*, Vol. 3, No. 3, (2013), pp. 105.

[2] Wiyono, Bambang Budi, " Effect of Learning Environment, Habit, and Motivation on Student's Academic Achievement", *International Journal of Academic Research*, Vol. 7, No. 4, (2015), pp. 91-94. http://dx.doi.org/10.7813/2075-4124.2015/7-4/B.16.

[3] Kummerer, Frances, Nielsen Dean, and Patrick Lynch. *Educational Policy and Planning Project: A Review of Teacher Education Issues in Indonesia*, Center for Informatics Office of Educational and Cultural Research and Development. (1990).

[4] Suryadi, Ace, and Tilaar. *Analisis Kebijakan Pendidikan, Suatu Pengantar. (Analysis of Education Policy, an Introduction)*, Penerbit PT Rosdakarya. (1993).

[5] Wiyono, Bambang Budi, and Burhanuddin, "Effects of the Meeting at Teachers' Working Group on Teacher's Teaching Quality", *Journal of Education and Sociology*, Vol. 6, No. 2, (2015), pp. 53-56. http:// dx.doi.org/10.7813/jes.2015/6-2/12.

[6] Wiyono, Bambang Budi, Kusmintardjo, and Sucipto, "The Effective Supervision Techniques that Influence Teacher's Performance", *Man in India*, Vol. 97, No. 24, (2015), pp. 25-33.

[7] Johnson, Burke, and Larry B. Christensen. *Educational Research: Quantitative, Qualitative, and Mixed Approaches, Research Edition, Second Edition*, Allyn & Bacon. (2004).

[8] Wiyono, Bambang Budi, "Hubungan Keterlibatan Guru dalam Pertemuan Kelompok Kerja Guru (KKG) dengan Keterampilan Guru dalam Melaksanakan Prosedur Mengajar (The Relationship between Teachers' Participation in the Teacher Working Group Meetings and Their Competence in Conducting Teaching Procedure)", *Ilmu Pendidikan, Jurnal Kajian Teori dan Praktik Kependidikan*, Vol. 30, No. 1, (2003), pp. 48-57.

[9] Wiyono, Bambang Budi, Kusmintardjo, and Ali Imron, "Effect of Humanistic Principles Based Active-Collaborative Supervision on Teachers' Competence", *Acta Scientiae et Intellectus*, Vol. 1, No. 3, (2015), pp. 19-26.

[10] Wiyono, Bambang Budi, "The Effect of Self-Evaluation on the Principals' Transformational Leadership, Teachers' Work Motivation, Teamwork Effectiveness, and School Improvement", *International Journal of Leadership in Education*, Vol. 0, No. 0, (2017), pp. 1-21. https://doi.org/10.1080/13603124.2017.1318960.

[11] Malm, Birgitte, "Towards a New Professionalism: Enhancing Personal and Professional Development in Teacher Education", *Journal of Education for Teaching*, Vol. 35, No. 1, (2009), pp. 77-91. https://doi.org/10.1080/02607470802587160.

[12] Raudenbush, Stephen W., Suwanna Eamsukkawat, Ikechuku Dilbor, Mohamed Kamali, and Wimol Taoklam, "On-the-Job Improvements in Teacher Competence: Policy Options and Their Effects on Teaching and Learning in Thailand", *Educational Evaluation and Policy Analysis*, Vol. 15, No. 3, (1993), pp. 279-297. https://doi.org/10.3102/01623737015003279.

[13] Hung, Hsiu-Ting, and Hui-Chin Yeh, "Forming a Change Environment to Encourage Professional Development through a Teacher Study Group", *Teaching and Teacher Education*, Vol. 36, November, (2013), pp. 153-165. https://doi.org/10.3102/01623737015003279.

[14] Gersten, Russell, Joseph Dimino, Madhavi Jayanthi, James S. Kim, and Lana Edwards Santoro, "Teacher Study Group: Impact of the Professional Development Model on Reading Instruction and Student Outcomes in First Grade Classrooms.", *American Educational Research Journal*, Vol. 47, No. 3, (2010), pp. 694-739. https://doi.org/10.3102/0002831209361208.

[15] Conley, Sharon, Janice Fauske, and Diana G. Pounder, "Teacher Work Group Effectiveness", *Educational Administration Quarterly*, Vol. 40, No. 5, (2004), pp. 663-703. https://doi.org/10.1177/0013161X04268841.