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PROFESSIONAL DEVELOPMENT THROUGH WEB-BASED TRAINING IN INDONESIA

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Abstract:

Professional teachers play an important role in the quality of education. Efforts to develop teacher professionalism through web-based training will be a solution for teachers in their career and professional development. Web-based TPD can be a great innovation in improving teachers' skills using technology through computers and Internet networks. Some research revealed that online learning on TPD influences on improving teacher performance. This study aimed to examine and discuss the web-based professional development in Indonesia context. Moreover, the data on this paper were obtained by literature review based on internet or printed sources. This study found that teachers can improve their ICT skills and be able to carry out professional development without leave their learning activities in the classroom through web-based training. This training activity can be easily carried out by teachers anytime and anywhere, as well as reduce the TPD activities costs.

Keywords: Teacher Professional Development, Web-Based training, ICT, pre-service, in-service education and training, on-service training

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INTRODUCTION

In Indonesia, teachers have a position as professional staff at the levels of basic education, secondary education and early childhood education in the formal education pathway (Danim, 2011). Recognition of a teacher's position as a professional is evidenced by an educator certificate, namely (1) The teacher has a position as a professional at the levels of primary education, secondary education and early childhood education in the formal education pathway which is appointed in accordance with statutory regulations (2) Recognition (2) The teacher's position as a professional as referred to in paragraph (1) is proven by an educator certificate (The Indonesian Ministry of Education, 2020).

Korth, Erickson, & Hall (2009) explain that a teacher is someone who teaches or educates others. Teacher is a profession to educate other people. The success of teachers in carrying out the role of educators requires competency standards. Similarly, The Organization for Economic Co-operation and Development (OECD) claims that teacher quality is the single most important school-level variable influencing student achievement and has a significant impact on the quality of national education (OECD, 2018). On the other hand, UNESCO (2020) argued that in order to improve quality teacher in teaching and learning, teacher must be provided with continuous professional development to develop the expected competencies regarding content knowledge, pedagogical knowledge, and professional knowledge. Charles (Mulyasa, 2013) argues that competency as rational performance which satisfactorily meets the objectives for a desired condition. This means that competence is a rational performance to achieve the required goals in accordance with the expected conditions. One of the competencies that must be possessed by a teacher is professional competence.

In Indonesia, after decades of concentrated efforts on quantity measures such as increased access, enrollment, and extension of education, the current educational initiatives and policies in Indonesia are geared toward improving the quality of education through improvement of teachers' quality (Raihani & Sumintono, 2010; World Bank, 2010). Research on TPD suggests that teacher learning improves teachers' knowledge, instructional practices and efficacy (Desimone, Porter, Garet, Yoon, & Birman, 2002), has significant impacts on students' learning and achievement (Bruce, Esmonde, Ross, Dookie, & Beatty, 2010) and is employed as a lever for educational improvement at both the school and system-wide levels (Doecke et al., 2008). The general agreement from these findings is that TPD is crucial in any educational reform, be it for teachers, schools, systems and students.

Furthermore, Winarno (2010) revealed that efforts to develop teacher professionalism are continuously carried out after prospective teachers leave the pre-service institutions. Teachers will receive professional skills development in supporting daily tasks called in-service education and training. The education and training efforts were continued with on-service training, which is continued coaching of on-site teachers in implementing the innovations discussed in the training. Generally, the teacher professional development program that is often followed by teachers is still conventional in nature which requires face-to-face implementation of each activity. In this case, it often causes teachers not to be able to participate in these activities, because they have to leave learning in class. Teachers must always prepare time to participate in the professional program. In addition to time, distance

and costs must also be considered a lot if teachers want to carry out professional development programs. Therefore, these factors become obstacles for teachers to develop their professionalism.

Efforts to develop teacher professionalism through Web-Based Training (WBT) are expected to be a solution for teachers in participating in these activities. The teacher will still have time to be able to carry out the learning process in class, without having to leave it. In addition, the distance was no longer a problem through web-based training. Moreover, the training costs that have to spend on professional activities can be minimized. Thus, the teacher can carry out activities and have discussions both with the instructor and with peers via online, whether it conducted synchronously or asynchronously (Jolliffe, 2001). Furthermore, Jolliffe (2001) stated that asynchronous communication is communication between the learner and the facilitator through a computer forum at the same time. Meanwhile, synchronous communication is communication between learners and facilitators which is done at the same time for real, but in different places. Video conferencing, telephone calls, chatting are examples of synchronous communication. In addition, the Indonesian government established a new policy of TPD using Web 2.0 technology in teacher training to provide online and blended learning (web-based learning) in 2016, and these became an innovative TPD model in Indonesia.

However, the potential for the use of ICT in TPD is quite great. In 2008 internet usage in Indonesia was 10.5% of the total population, with the number of users growing to 11.50% (Latchem & Jung 2010). This paper is aimed to examine the implementation of web-based TPD and the effect of the use ICT for TPD in Indonesia context.

METHOD

In the study, the data were obtained by literature review based on internet or printed sources, such as journal article and doctoral thesis. According to Balcı (2006), literature review is a process consisting of collecting data and discussing the importance of the collected data, establishing the relation to the problem and classifying the information. In this method, the data is intended to collect by examining the present resources, documents and files, etc. Similarly. According to Creswell (2008, p. 88), a review of the literature “is a written summary of journal articles, books and other documents that describes the past and current state of information, organizes the literature into topics and documents a need for a proposed study.”

Descriptive analysis technique was used in the analysis of the data. The collected data were examined by considering the purpose and the scope of the study then compared, the nonrelated ones were eliminated, the related ones were arranged and presented in the form of findings. The data obtained is limited to resources in the Internet and printed materials as of 2000s-2019.

RESULT AND DISCUSSION

The Indonesian commitment to integrate ICT in teacher professional development was made in 2012 when the government of Indonesia agreed along with UNESCO's Declaration on the adoption of the Open Educational Resources (OER) in Paris. Moreover, the Indonesian government established a new policy of TPD using Web 2.0 technology in teacher training to provide Web-based learning in 2016, and these became an innovative TPD model in Indonesia (Wuryaningsih, Susilastuti, Darwin, & Pierewan, 2019).

The pattern of increasing competence for educators and non-formal education staff has been emphasized using face-to-face training. In general, training is carried out by training provider institutions by inviting participants from various regions in their respective work areas. Funding for training generally comes from the State Expenditure Budget (SEB) or Regional Expenditure Budget (REB) and is one of the types of programs that cost the most. However, the implementing web-based learning in TPD can reduce the time and costs of the training (Wuryaningsih, Susilastuti, Darwin, & Pierewan, 2019). Besides that, web-based learning for TPD helps in improving teaching conditions, offers access to global resources and materials that meet the students' level of knowledge and interest, provides more opportunities for collaboration and meaningful professional development, and improves time efficiency (Ju & May, 2018).

Generally, in Indonesia, web-based TPD has been implemented in pre-service institutions for professional development, such as universities. The university has utilized information technology in the implementation of learning, and combines conventional learning and learning using information technology. Sorensen et al (2007) stated that generally the use of ICT for TPD is not common. The use ICT for TPD is commonly used for pre-service teacher training. Noh et al. (2004) found that some teachers prefer online training because it enables them to overcome issues of time and space. However, they also found that some teachers prefer face-to-face or offline training because it allows them to have direct interaction and experience.

Furthermore, Noerharijati (2008) tested the implementation of web-based training for TPD in East Java, Indonesia. The training was attended by 10 people, 5 people attended face-to-face training, while 5 people attended training through E-learning / web-based learning. In terms of time face-to-face training participants need 30 hours of training (@ 45 minutes) for 3 days or the equivalent of 7.5 hours / day. Participants who come from outside the city need time to stay overnight and make a round trip 1 time. From the trials conducted by training participants through E-learning, an average of 2 hours of learning time a day with 10 days of training time. They also need a minimum of 1 round trip to take the final exam. From the test results, it appears that the written test results of the E-learning participants are able to reach 95% of the face-to-face training participants' scores. Meanwhile, the results of the practical exam reached 93%. This means that there is no significant difference in the competence of participants obtained between face-to-face training and training with E-learning. Meanwhile, in terms of training funding with E-learning, it only costs 57% of face-to-face training by eliminating accommodation costs.

In the TPD web-based module (2015) it is explained that the implementation of the web-based TPD is quite simple. Teachers were supposed to access the resources provided in the LMS (Learning Management System) or Course Management System (CMS), which included

literature on TPD such as how to conduct classroom research and write articles; reading materials on teaching strategies; teaching media; electronic learning packages; and student books (e-books). In order to identify teachers' participation, the resources were accessible only by teachers who had registered as members of the project. Learning content can be in the form of text documents, pdf files, videos, assignments, and other content such as discussion forums. For example, in Indonesia, a website called https://diklat.kemdikbud.go.id/ which was designed by Ministry of Education. The website provides resources and materials teachers. It also aims to contribute to the professional development of the teachers.

Recently one of the most common tools among e-learning tools is webinar. A webinar is a union of 'web + seminar' which simply means a seminar over the internet (Verma and Singh, 2010). Webinar is a system that enables makes presentations, trainings, workshops, meetings and seminars on the internet by audio and video. It usually has a function that allows chatting and asking questions in real time (Buxton, Burns & De Muth, 2012). Teachers can use webinars to provide online training and more informal "work hours" discussions with all participating students. The main benefits of the webinar are: "Possibility of monitoring prerecorded webinars, saving time and cost, instant and real-time file sharing distance learning, ease of use for participants and interaction" (Mohorovicic, Lazic and Strcic, 2011).

In addition, training activities was held in Semarang, Indonesia for improving the skills of English MGMP with utilizing ICT, had an impact on the quality of the teachers. The teachers are able to create online interactive learning media. This training activity is very much needed to optimize the use of information technology which can equip teachers in creating their own online learning media for learning, as well as to increase student interest in learning and learning to be more fun or not boring. This training can prepare teachers in the era of the industrial revolution 4.0. This training activity involved 60 junior high school level English MGMP teachers in Semarang Regency and was carried out for six months including training and mentoring activities. The method of implementing activities is in the form of lectures and discussions, workshops, and hands-on practice. The results show that through this training activity, the skills of teachers in making online learning media have also improved. With the improvement of the skills of teachers in making their own online learning media, learning in each class becomes more enjoyable (Kalisa, P & Yuliasri, I, 2019).

CONCLUSION

To achieve a professional teacher condition, teachers must realize that the teaching position is an honorable and noble profession. Ideally, teachers always appear professionally with the main task of educating, guiding, training and developing the curriculum (curriculum tools) and making it the basis for behavioral orientation in their professional tasks. In order to achieve high quality in the field of education, the role of teachers is very important. For this reason, teacher professionalism must be upheld by every teacher, both in the field of mastery of scientific material expertise and methodology. Teachers must be responsible for their duties and must develop peer-to-peer peer support through participation and development of teacher professional organizations.

During its development, it was realized that the teaching profession was not in an ideal position as expected, but it had to be strived for the best. At the same time as the rapid growth and development of information technology, it is understood that there are many challenges as well as opportunities that must be faced in order to be resolved by teachers and education providers.

WBT is relatively new in the landscape of teacher training and professional development, but it is hoped that it can raise the unique characteristics of this training that is offered to each individual teacher. The biggest advantage of the WBT program is that it supports teacher performance. In addition, the WBT program can assess teachers' current professional development needs and direct them to the resources that best meet their individual professional development needs.

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