Teacher Professional Development Planning at SMAN 6 Palembang

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Abstract

This study highlights important aspects of professional development planning for teachers at SMAN 6 Palembang, specifically focusing on program sustainability, activity planning, time allocation, and financial considerations. The findings have important implications for future efforts to improve teacher professional development. The results showed that 1) the importance of aligning professional development activities with the actual needs and preferences of teachers rather than adopting a top-down approach. By emphasizing the needs and aspirations of teachers, future planning efforts can be more effective in fostering meaningful professional growth; 2) The observation that professional development time allocations lack ownership and structured planning suggests the need for clearer guidelines and institutional support. Institutions, including schools and education offices, should work together to establish frameworks that empower teachers to engage in continuous learning and self-improvement; and 3) differences in budget allocations for teacher development, indicating potential gaps between resource allocation and instructor needs. Addressing these misalignments requires a thorough review of budget practices, ensuring that funds are strategically allocated to support ongoing and impactful professional development initiatives. This implication not only applies to the context of SMAN 6 Palembang, but also has relevance for education policy and practice more broadly. By combining insights gained from this research, education policymakers and stakeholders can improve the effectiveness and inclusivity of teacher professional development programs, which will ultimately contribute to improving the quality of education and teacher well-being.

Keywords: Planning, Development, Professional Teachers

Introduction

What we mean when we talk about education is the deliberate and purposeful process of fostering an environment conducive to learning in which each student may reach his or her full intellectual, emotional, social, and spiritual potential (Ibrahim et al., 2022). Educators have a responsibility to themselves and their students to continually improve their craft via official training and development programs, as well as through independent study (Saputri, 2022). Seminars, training, and educational initiatives may all contribute to a more professional teaching force (Alfiyanto, 2022; Alfiyanto & Hidayati, 2022). No teacher reaches a definitive peak in their professional skill; rather, professional growth is an ongoing and unrelenting process.

To achieve educational goals and objectives, professional development planning requires deep research and careful consideration of a variety of factors, including but not limited to teachers, schools, education offices, and outside parties. The present school development design is in accordance with different policies. All parts of the school, but notably instructors, must be ready to implement these many rules in order to meet the diverse demands of the community.

The education office, schools, and teachers' levels have all failed to meet expectations in their professional development plans, according to many instances (Hoesny & Darmayanti, 2021). Since it is still quite wide, current professional development planning does not take into account the real need of teacher growth in accordance with the school's vision, purpose, and objectives, as well as educational goals in general (Mulford, 2003; Tomlinson, 2004; Wibowo, 2015). In the context of regional autonomy policy, where some of the planning for teacher development and capacity improvement is part of the responsibility of the Education Office, facts on the ground show that teacher professional development planning in the Education Office has not been based on real teacher needs (Kartana, 2010).

This is implied by the informant's statement as the head of the curriculum section at the Palembang City Education Office that there is professional planning for high school teachers. Teachers are encouraged to further study for professional development. I need to add insight. All teachers in Palembang must be S1; even some schools have set S2. Teacher development planning at the Palembang City Education Office is general and not for individual teachers.

Furthermore, it was asked whether the teacher professional development planned by the Palembang City Education Office was based on the teachers' proposals in schools. He gave a statement illustrating that the teacher professional development planning at the Education Office is still general and not based on the individual needs of teachers, adding that we do not have personal teacher development, only in general. Seminars, workshops, and training may help teachers better their craft. Typically, LPMPs (now shortened as "teachers"), the provincial education office (the "Provincial Education Office"), and the federal government all provide development opportunities for educators.

Teachers' unique requirements have also not informed school or district-level professional development planning up to this point (Juhji & Suardi, 2018). A common practice in school professional development planning is to wait for the aforementioned development policies to be implemented by multiple organizations, including the City Education Office, Provincial Education Office, LPMP, and others (Rohmansyah, 2018). Although most educators have fantasized about implementing changes that would benefit their students' coursework without first drafting a comprehensive strategy.

Previous studies, such as Sabandi's, provide credence to the author's claims that training activities, a culture that encourages and supports learning, and effective supervision methods can all contribute to raising the level of professionalism in the teaching profession. (Sabandi, 2013). This approach can improve the institution's performance by continuously improving teacher professionalism individually and in groups. The difference between this research and this study is that this research focuses on planning as a basis for research concepts and analysis knives.

The Functional Theory is used in this study. This theory was established with an emphasis on planners' thoughts and target-oriented planning based on assumptions. As a result, the planning product is more instrumental or top-down in nature. Research questions were developed based on the issues mentioned in the background. These questions pertain to the following areas of SMAN 6 Palembang: teacher professional development planning; how to allocate time and resources for professional development; how to ensure that professional development programs are sustainable; and how to plan activities for professional development. Planning activities, time, money, and sustainability of professional development for teachers are all aspects of professional development that this research seeks to explain and examine via the formulation of problems.

This research uses Functional Theory, which emphasizes goal-oriented planning and is more instrumental or top-down. Through structured research questions, this study aims to explain

and test various aspects of teacher professional development planning, including time allocation, budget, and program sustainability. As such, this research fills a gap in understanding of how professional development planning can be aligned with teachers' real needs and educational goals in general.

Method

One of the State High Schools in Indonesia's South Sumatra Province, SMAN 6 Palembang, was the site of the study. The academic year at SMAN 6 Palembang consists of three classes, from Class X to Class XII, much as other Indonesian high schools. The focus of this research is on how educators organize their own professional development. According to the given title, this study employs a descriptive qualitative methodology.

Data gathering procedures used in this qualitative study comprised several steps. Interviews were conducted multiple times with various stakeholders, including principals, vice principals, educators, and education staff at SMAN 6 Palembang, to gather insights into teacher professional development planning practices. The number of interviews and their duration were determined based on the saturation of data, aiming to achieve a comprehensive understanding of the topic. Additionally, observations were conducted over a specified period to capture the dynamics of professional development activities in the school setting. Specific documents related to professional development plans, policies, and reports were also analyzed to complement the interview and observation data.

Purposive sampling was chosen as the sampling method to ensure that informants selected represent diverse perspectives and roles within the school. This method allows researchers to deliberately select participants who are knowledgeable and experienced in the subject matter, thus enhancing the richness and depth of the data collected (Annur, 2018; Sugiyono, 2019). Triangulation and member verification procedures were employed to enhance the reliability and accuracy of the data by cross-validating information obtained from multiple sources.

Data analysis followed the Miles and Huberman model, involving processes such as data reduction, data display, and conclusion drawing. During data reduction, information gathered from interviews and observations was systematically organized and summarized to identify key themes and patterns. Subsequently, data were presented in a format conducive to analysis and interpretation. Finally, conclusions were drawn based on the synthesized findings, with careful consideration given to the validity and consistency of the results.

Results

Planning of Teacher Professional Development Activities

Motivated by a desire to grow and improve, some educators participate in professional development programs (Mustofa, 2012). Nonetheless, there are a number of other motivations, such as career advancement or the pursuit of a credential as a professional educator (Latiana, 2019). Both the teacher's effort and the school's program-based determination have a role (Sutikno, 2018). This is especially true when third parties like the Provincial Education Office, the Education Quality Assurance Agency (LPMP), or the Center for Development and Empowerment of Educators and Education Personnel (P4TK) are in charge of the development program. Another common reason, though, is that the teacher's name appears on the list of participants' calls. Training, seminars, workshops, seminars, etc., are all examples of professional development activities for teachers. Here, third parties decide what participants do, who they are, and how they are contacted; the invitations go straight to the schools and the education office. Along with the programs run by the Education Office, such as those pertaining

to research, career development, and teacher advancement, SMAN 6 organizes a number of school programs that are specifically designed to help teachers improve their professional skills.

Teachers also want to attend additional education as a form of professional development. Schools and teachers work together to organize this event. In order to become a certified teacher, one must fulfill certain prerequisites. At least S1 credentials are required for teacher certification for SMAN 6 classrooms. Among the 64 educators in the field at the present time, 54 have earned certification and 10 have not. To that end, the institution establishes development priorities via its many forms of continuing education. At the moment, the principle creates a policy by funding teachers' professional development chances. Ten educators have achieved stratum 2 certification, and three more are in the process of doing so.

The impetus for research activity still originates with the instructors. A study proposal must be submitted to the curriculum representative before teachers who want to manually conduct research may go to the principal. On occasion, however, educators have the option of going straight to the principal with their request. Reading books that are pertinent to one's teaching tasks is another option for professional development for teachers. Educators who see a need for professional growth have spontaneously organized this event. According to the informant, "To read a book, if you read the book, everything must be if the teacher reads it is necessary, no one determines, the initiative of the teacher himself."

Teacher Professional Development Time Planning

One aspect of human resources that needs constant nurturing and development in order to raise the bar for instructional materials is educators themselves (Ibrahim, 2021). Teacher development time planning is a systematic process for designing, managing, and evaluating professional development programs to improve teacher skills, knowledge, and competencies. This is an integral part of systemic efforts to improve the quality of education (Firmadani, 2022).

The initial stage in planning teacher development time involves identifying teacher needs based on various factors such as curriculum, educational standards, evaluation results, and recent developments in the field of education. This needs analysis allows for determining the areas where teachers need improvement. Once needs are identified, the next step is to set specific, measurable, achievable, relevant, and time-limited goals. These objectives should align with previously identified needs and guide the course of the development program.

Teacher development time planning involves designing programs that include a variety of learning methods and strategies, including hands-on training, seminars, workshops, mentoring, and online learning. This design should consider the teacher's learning style and subjective needs, as well as utilize the various resources available. Once the program design is created, the next step is to establish a schedule for its implementation, including the time, place, and duration of each development activity.

Prioritization must also ensure that the available time is utilized efficiently and effectively to meet the most pressing needs. Implementing teacher development programs involves delivering materials, training, and other development activities by a predetermined plan. It is essential to ensure that participants actively engage in such activities and get the necessary support.

The next stage is the monitoring and evaluation stage, which involves continuous monitoring and evaluating teachers' progress in achieving their development goals. Evaluation can be done through observation, tests, questionnaires, or interviews to measure the program's effectiveness and identify improvement areas. It is up to the instructors and schools to decide how much time to devote to each activity. An example of this would be the requirement that all teachers attend the Monthly General Meeting for Professional Development (MGMP) once a month and study the required materials for their subject area at least twice before teaching. This is defined under SMAN 6 Palembang's quality management system (QMS).

Professional development time is challenging to organize for a number of reasons. Lots of work or a heavy workload in the classroom are two of these explanations. Some educators put in as much as 51 hours of class time per week. In addition, there are a lot of students—1,153 as of this writing—so development activities are done on an as-needed basis.

In addition, the research findings indicate that 1) individual teachers, schools, and external parties plan teacher professional development time; 2) teachers need to adjust their schedules to fit development activities (such as lectures and seminars) scheduled by outside parties; 3) teachers adapt to school design during curriculum review activities (which occur at the beginning of each semester and the school year); 4) subject teacher deliberation meetings are held at least once a month according to the quality management system (QMS).

Teacher Professional Development Fund Planning

According to the results, professional development funding are planned by outside parties, schools, and individual educators. Seminars, training, or RAKS budget upgrades are all part of the school's offerings. Raising pocket and road revenues both within and outside of town is the goal of the aforementioned RAKS budget. Additionally, the school is only required to provide a portion of the total cost for teacher development activities like seminars; the organizers and the school share equally in this expense.

City governments, education departments, schools, and organizers all chip in for the improvement. It is not necessary to deduct a portion of a teacher's pay for professional development; instead, the teacher might put aside a certain amount each month from their road money or other sources. The grants for independent study, such as books, are teacher initiatives for professional development and to modify lesson plans based on research into curricula. Recent events, however, have rendered the aforementioned book novel. So, there are two ways to obtain books: either buy them yourself and get credit with a purchase note, or provide a list of books that the school should buy. The school committee and BOS both contributed to the book acquisition money.

Program Sustainability Planning

Sustainability planning of teacher professional development programs is a strategy designed to ensure such programs' long-term viability and effectiveness (Gaikhorst et al., 2017). This involves measures to strengthen and sustain the positive impact of teacher development programs over time.

Sustainability planning of teacher professional development programs must be carried out through continuous evaluation. Continuous evaluation is conducted to monitor the progress and impact of teacher development programs (Sukanti, 2013). This evaluation includes data analysis, participant feedback, and direct observation to measure goal achievement and identify areas for improvement.

Sustainability planning involves internal capacity building in institutions or schools that manage teacher development programs (Filho et al., 2019). This includes staff training and development, forming an internal professional development team, and the development of infrastructure that supports independent program implementation. Build partnerships with other organizations, including higher education institutions, non-governmental organizations, and industry, to support and strengthen teacher development programs. These partnerships can provide access to resources, expertise, and collaboration opportunities that enrich the program.

Sustainability planning also includes integrating teacher development programs into existing education policies. This ensures the institutional support and financial sustainability necessary to maintain program continuity at the national, regional, or local level. Thus, the sustainability planning of teacher professional development programs is a systematic effort to ensure that the

program can be sustainable and have a sustainable positive impact on teachers' education and professional development.

A number of development programs have not been coded as of yet, according to the study. So, in order to ensure that each development activity has meaningful continuity, it is imperative that while creating development programs, teachers, schools, and external stakeholders all take sustainability of professional development activities into consideration. Because it has to adapt to the growth of competences in the workplace, planned development include a review of curricula and instructional materials. In addition, data collection on offline and online reading materials that address the demands of the subject is an ongoing process in material creation.

Discussion

This comprehensive study of teacher professional development planning at SMAN 6 Palembang provides valuable insights for education practitioners and policymakers. By comparing the findings with the existing literature and making recommendations for improvement, the study offers practical solutions to improve teacher effectiveness. Suggestions for overcoming challenges in professional development planning can help ensure success and improve student outcomes. The future research directions outlined in this study can further contribute to the field of education and lead to the continuous improvement of teachers' professional development planning practices at SMAN 6 Palembang. The implications of this research for future research and practice are significant, as it highlights the importance of investing in teacher professional development that ultimately benefits students and the broader education system.

By improving the professional development planning process, schools can create a more supportive and effective learning environment for teachers and students. This can improve teacher retention rates, student engagement, and academic achievement. By investing in ongoing professional development for teachers, schools can ensure that they are equipped with the necessary skills and knowledge to meet the evolving needs of students and the overall education system. In the end, prioritizing professional development planning can positively impact the overall quality of education and student success at SMAN 6 Palembang.

In addition, creating a culture of continuous learning can inspire teachers to stay motivated and passionate in their profession (Masanah et al., 2020). This can result in a more dynamic and engaging classroom environment where students are encouraged to participate actively in their learning (Hartati, 2023). By fostering a community of collaboration and growth within the school, SMAN 6 Palembang can promote a culture of excellence that benefits teachers and students. In this way, investing in professional development not only enhances individual skills but also contributes to the collective success of the entire school community.

Conclusion

The study provides a comprehensive overview of teacher professional development planning at SMAN 6 Palembang, which provides valuable insights for education practitioners and policy makers. By comparing the findings with the existing literature and providing recommendations for improvement, the study offers practical solutions to improve teacher effectiveness. Suggestions for addressing challenges in professional development planning can help ensure success and improve student outcomes. The future research directions outlined in this study can further contribute to the field of education and lead to the continuous improvement of teacher professional development planning practices at SMAN 6 Palembang. The implications of this research for future research and practice are significant, as it highlights the importance

of investing in teacher professional development that ultimately benefits students and the education system at large.

By improving the professional development planning process, schools can create a more supportive and effective learning environment for teachers and students. This can improve teacher retention rates, student engagement, and academic achievement. By investing in ongoing professional development for teachers, schools can ensure that they are equipped with the necessary skills and knowledge to meet the evolving needs of students and the education system as a whole. Ultimately, prioritizing professional development planning can have a positive impact on the overall quality of education and student success at SMAN 6 Palembang.

In addition, creating a culture of continuous learning can inspire teachers to stay motivated and passionate in their profession. This can result in a more dynamic and engaging classroom environment where students are encouraged to actively participate in their learning. By fostering a community of collaboration and growth within the school, SMAN 6 Palembang can promote a culture of excellence that benefits both teachers and students. In this way, investing in professional development not only enhances individual skills but also contributes to the collective success of the entire school community.

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