

Improving Teacher Professionalism Through CPD at State Madrasah Aliyah & Private Madrasah Aliyah In Sibolga City and Central Tapanuli District

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ABSTRACT

This research aims to determine the professional competence of teachers, forms of teacher coaching, the implementation of continuous professional development for teachers, and the influence of continuous professional development in the form of self-development, scientific publications, and innovative work which have a positive effect on increasing the professional competence of MAN and MAS teachers in Sibolga and Regency. Central Tapanuli. The method used in this research is qualitative using a PAR (Participatory Action Research) approach and quantitative using path analysis. The research sample amounted to 217 people. The research results in this dissertation show that teacher professionalism in MAN and MAS Sibolga City and Central Tapanuli Regency still faces various challenges that affect the quality of education, such as lack of learning planning, use of innovative media, as well as weaknesses in material mastery and evaluation. Factors such as low discipline and lack of continuous training are significant obstacles, which can be overcome through supervision of madrasa heads and improving infrastructure. The Continuous Professional Development Program (PKB) plays an important role in increasing teacher competency, even though it faces challenges of limited resources and infrastructure support. The implementation of FGDs on professionalism and CPD showed an increase in teacher participation and teaching quality, in line with professional development theory. Various indicators, such as the ability to plan learning, use of technology, creativity, and involvement in collective activities and scientific publications, interact with each other to form better teacher professionalism. The synergy between individual competency development and effective educational management is very important in improving the quality of education and student learning outcomes in the region.

Keywords: Teacher Professionalism, Continuous Professional Development (CPD)

A. INTRODUCTION

Facing the current global era, attention to madrasas is interesting to observe. The Ministry of Religion provides great attention and support to the development of madrasas in the form of developing contemporary curriculum programs, funding, improving learning facilities, and increasing teacher competency. As an integral part of the national education system, the development of madrasas in the last ten years has experienced a positive contraction. This phenomenon can be measured from at least five indicators. First, increasing public trust in madrasa education. Second, there have been many achievements in the academic field, including the Olympics, both at national and international levels. Third, many alumni are accepted into universities, both domestic and foreign. Fourth, educational facilities have begun to be adequate, at least for state madrasas which are funded through SBSN (National Sukuk Securities), and Fifth, the progress of alumni on the national and international stage in various fields has shown its strength (Isom, 2023).

Even so, madrasa education is always faced with various challenges that must be answered from year to year and at the same time there are opportunities that must be taken. A comprehensive reflection is needed from measurable policy makers regarding madrasa education which must be carried out by all madrasa stakeholders as a first step in improving madrasa education in the future. Madrasas are faced with three main challenges, namely global challenges, internal challenges, and the praxis of madrasa education itself. For example, with the enactment of the ASEAN Economic Community (AEC) in 2015, it has become inevitable that the economic integration agreement reached in the ASEAN Community contains: ASEAN Security Community (ASC), ASEAN Economic Community (AEC), and ASEAN Socio-Cultural Community (ASCC). In this case, the MEA provides new opportunities for the mobility of people, goods and services in the ASEAN region by crossing national borders without tariff or non-tariff barriers. Based on this event, it is appropriate for the Ministry of Religion to take the initiative by strengthening (capacity building) madrasa teachers so that they have competitiveness in the MEA corridor as part of developing Competitive Economic and Socio Cultural quickly and precisely.

Jalal & Supriadi (2001), emphasized that the demands of global development require the growth of new cultural values, for example work, excellence and accuracy. This Ha1 will cause changes in the field of work and services. This change is caused by developments in science and technology. To deal with this, madrasas must be able to prepare quality graduates. Quality graduates can be produced through quality learning experiences in madrasah educational institutions. Education at madrasas is designed to prepare graduates who form knowledge

(cognitive) and character as transformative instruments. With this knowledge and character, it is hoped that it can change and shape student behavior, strengthen personal and social piety, as well as become an instrument of social glue. No less important is that madrasa graduates can enter the world of work in accordance with market needs, because madrasa graduates have different characteristics from general education, both in terms of educational criteria, lesson substance and graduates.

B. LITERATURE REVIEW

The Learning Process in Madrasas

The learning process in madrasas is focused on efforts to develop students' self-development in terms of knowledge (cognitive), attitudes, skills and creativity in an educational environment in which interaction occurs between teachers and students. In this interaction there is a learning process about how to behave and know the norms that are able to develop the potential to think and act for students in their lives. This is in line with the national education blue print, namely that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and the necessary skills. himself, society, nation and state (National Education System Law number 20 of 2003).

Education is an important process to educate the nation, therefore it must be carried out by professional people. In educational organizations, professional people are educators or teachers. This teacher needs and must be improved as a learning organization. This is done to prepare for the transformation that will occur in the future. One of the important conditions for the realization of a learning organization is the formation of a learning community within the organization. This is because one of these components is part of the entire organization and is the result of the performance of all components including the human resource element.

According to Prayitno (2009), there are five factors that cause teacher performance to not develop, namely: 1) undertrained; lack of practice, 2) untrained; untrained, 3) underpaid; paid cheaply, 4) uncommitted; lack of commitment to work, and 5) underfacilitated; lack of facilities.

Untrained teachers. Untrained teachers (teachers who are not trained) in a job or not trained to do certain jobs or skills; without formal training in something. In fact, there are still many teachers who lack or have never participated in learning training, for example implementing

active learning, designing media, writing teaching materials, preparing HOTS-based questions, and assessment (evaluation).

Underpaid means paid cheaply. Teaching is a noble profession that must be carried out responsibly and professionally. In reality, the noble profession of teaching is not commensurate with the awards and opinions it receives, even though the workload is much heavier. There are still many teachers who earn less than decent income, generally those who have private teacher status.

Circumstances that are not in favor of teachers will have a psychological impact on the implementation of their duties, where they assume that the job of being a teacher cannot provide certainty of material sufficiency. Many teachers teach but at the same time also carry out other activities that have absolutely no direct connection to the learning process. The aim is to increase or increase income, because income from teaching is not sufficient for living needs.

Uncommitted means lack of commitment to work. Uncommitted in the Oxford Dictionary is defined as: “uncommitted (to somebody/something) not having given or promised support to a particular person, group, belief, action, etc. This means not committing (to someone/something) not giving or promising support to certain people, groups, beliefs and actions.

Meanwhile, underfacilitated means a lack of facilities. Fulfillment of learning facilities and infrastructure in madrasas has not been optimal to date, especially for private madrasas. The imbalance between need and availability of funds is always the main reason. As madrasas' trust in madrasas increases, like it or not, madrasas must add new learning spaces, add other educational facilities that support the academic climate in madrasas as a result of the significant increase in the number of students.

If mapped in general terms, the fundamental problems of madrasa education that are occurring and currently being faced are centered on the curriculum, facilities and infrastructure, teaching staff, and coordination between institutions or ministries. The fundamental problems currently occurring among madrasa teachers have an impact on two things, firstly related to quality, and secondly, related to performance.

The Quality Of Education

The quality of education, especially madrasas, is at stake, due to the low quality and competence of teachers. This is based on the results of the 2018 PISA (Program for International Student Assessment) research showing that Indonesian students' reading scores were at their lowest point during PISA participation since 2000. Students with low basic

mathematics competence (below level 2 on the PISA scale) numbered 71, 9% 7th position out of 77 countries surveyed which means very bad (accessed from Balitbang Kemendikbud.go.id).

Research and Development of the Ministry of Education and Culture of the Republic of Indonesia revealed that based on the results of the TIMSS (Trend in International Mathematics and Science Study) research, Indonesia was significantly below the international average in the field of science. In 1999 it was ranked 34th out of 38 countries with a total score of 403. In 2003 it was ranked 35th out of 46 countries with a score of 411. In 2007 it was ranked 36th out of 49 countries with a total score of 397 (accessed from Balitbang Kemendikbud.go.id).

In the field of science achievement scores, Indonesia only ranks very low compared to other Southeast Asian countries, such as Singapore, Malaysia, Thailand, and even Vietnam. The results of the assessments carried out placed Indonesia in 32nd place with a score of 435, in 2003 it was 37th with a score of 420, and in 2007 it was only 35th. TIMSS is an international study institute for junior high school level mathematics and science. This study was coordinated by The International Association for the Evaluation of Educational Achievement which is based in Amsterdam, the Netherlands (accessed from Balitbang Kemendikbud.go.id).

This description of the quality of education represents the quality of human resources (HR) which positions the competitiveness of the Indonesian nation in a less competitive world. Suhendar (in Supardi, 2012:2), said that in The Global Competitiveness Report 2011-2012 (annual report on global competitiveness for 2011-2012) made by the World Economic Forum (WEF) placed Indonesia in 46th position out of 142 countries in the world. In the ASEAN region, Indonesia's competitiveness is in fourth place below Singapore, Malaysia and Thailand (Supardi, 2012:2).

Based on the facts above, it proves that the quality of national education is in the low category, which also means that it is in line with the low performance of teachers. Teacher performance is the work process carried out by teachers in carrying out their duties as educators and teachers in order to achieve educational goals. The teacher's work process from a learning perspective starts from planning, organizing, implementing and assessing learning outcomes. The practice of the learning process only focuses on the material, as if the teacher is satisfied if he has carried out the learning process at the madrasa in accordance with the program listed in the curriculum, then carries out evaluations, without paying attention to the specified graduate competencies. That is why teacher performance is a very serious problem that must be handled quickly and appropriately.

The World Bank has included this performance issue in special discussions which are continuously carried out involving many parties, such as the Ministry of National Education,

the National Development Planning Agency (BAPPENAS) and the World Bank itself. The World Bank places teacher performance as an important variable that determines the level of quality of education.

World Bank findings show that the low performance of teachers in Indonesia was triggered by the 1998 economic crisis. This is in accordance with the World Bank report entitled, "Education in Indonesia: from Crisis to Recovery" dated 23 September 1998 (Jalal & Supriadi, 2001: vii). The economic crisis that occurred at that time caused political and economic instability which then had an impact on aspects of education (Nur, 2001:29).

The World Bank recommends five crucial aspects in the education sector, namely: (1) framework of educational reform, (2) quality of basic education: school based management and decentralization, (3) school personal development: teachers and educational staffs, (4) higher education the implementation of new paradigm, (5) community based education and partnership of private and public education (Jalal & Supriadi, 2001:vii). These five education problems in Indonesia have become the targets of in-depth discussions for working groups (task forces) with various points of view to produce solutions faced in national education. It is very important to find solutions to these crucial problems, considering that this is the main problem in the national education system.

Education Requires Teachers

Education requires teachers who have high performance so that it can continue to survive and can improve its quality, both the process and the graduates produced. High-performing teachers are those who are more emotionally stable and more productive in carrying out their duties so that in the end they can become triggers for achieving educational goals. Performance is related to a high desire to carry out tasks as well as possible and with a full sense of responsibility based on the knowledge and skills one has.

In this case, the government has implemented inservice education programs, such as education and training as well as mental development related to the performance of madrasa teachers so that they can manage the learning process professionally. These efforts have not shown any significant changes in teacher performance. According to Colquitt, Lepine & Wesson (2009: 8), states that the factors that influence performance are quality of life, ability, organizational culture, leadership, personality, job satisfaction, stress, motivation, ethics, and decision making.

Teachers as professionals have a very important function, role and position in achieving the vision of education, namely creating intelligent and competitive Indonesian people.

Therefore, the teaching profession must be developed as a dignified profession as mandated in Law Number 14 of 2005 concerning Teachers and Lecturers. As a consequence of the teaching position as a profession, a system of guidance and development of the teaching profession is needed in a programmed and sustainable manner. Continuous professional development (PKB) is one of the activities designed to create professional teachers.

As a form of implementing the role of teachers as professionals in order to develop their competencies, a continuing professional development (CPD) program is really needed. In Indonesia it is known as sustainable professional development (PKB). This program is intended to minimize the gap between the competencies currently possessed and the demands of future obligations related to the profession. There are various ways to improve teacher competency, one of which is through the PKB program. It is hoped that the four teacher competencies which include pedagogical, professional, social and personality can be improved so that teachers' desires and demands can be achieved optimally in accordance with their profession.

Jalal & Supriadi (2001:vii), stated that teacher competence and skills are still low. This is in line with data presented by the Research and Development Department of the Ministry of National Education that the quality of teachers in Indonesia is still relatively low. It was found that around 2.6 million teachers in Indonesia were unfit to teach in schools (Fattah, 2006). This is made worse by very weak teacher input. Research and development data from the Ministry of National Education (2019), shows that test participants for prospective civil servant teachers after being tested in their field of study obtained an average score below the standard. A total of 6,164 prospective teachers in the field of Biology obtained an average score of 44.96. A total of 396 prospective teachers in the field of Chemistry obtained an average score of 43.55. Then as many as 7,558 prospective English teachers obtained an average score of 37.57.

If the evaluation of the teacher's performance is still low in accordance with the competency standard criteria, then the teacher is required to implement PKB which is focused on the achievement of the teacher's competency standard. If the results of the performance evaluation reach the standard, then PKB activities are oriented towards improving the teacher's career and fulfilling meaningful learning services. With the existence of PKB, it is expected that teachers can follow the development of science and technology as well as increase knowledge, skills, and attitudes for teachers to carry out their basic tasks and functions according to the expected competency standards.

Empirically, there are many problems with teacher development that have not been carried out optimally so that it is easy to find teachers who are less professional in teaching. This worrying situation occurs because of the lack of systematic and continuous guidance from

competent parties. Bhayangkara, et.al (2020:307), stated the importance of instructional leadership which acts as an effort to improve a teacher's teaching ability. In this case, teacher coaching can be carried out by the school principal by implementing the academic supervision function.

Educational Technology

Advances in educational technology, coupled with the effects of globalization, massification and multiculturalism, have led to the emergence of educational leaders who are more aware of the changing educational landscape and new types of learners (Sheningher, 2014: 17). The way information is accessed, processed and shared has changed radically over the last 20 years (Bernhardt, 2015). While this issue is very important in response to changes in education, Schleicher (2012: 77), emphasizes the need for quality continuous professional development for teachers in implementing the learning process with diverse student backgrounds. This statement is very important for teachers to understand to continually review learning practices that are deemed not to be maximizing student potential. This does not mean that so far there have been no good learning outcomes, but this is a challenge faced by teachers in the classroom to always improve their competence. Day (2019:7), recognizes that teaching takes place in a world dominated by change, uncertainty and increasing complexity of problems related to the learning variables themselves.

Livingston (2014:219), emphasizes that teachers' tasks in learning are increasingly complex and diverse. Due to the complexity of learning, the demand for professional teachers who have high competence will become increasingly urgent. Darling-Hammond (2006), states that teachers are very important for student learning, quality teacher education cannot occur without quality education (Griffiths et al., 2014).

The results of the Education Conference on Teachers (OECS 2018), have created several structures and mechanisms to address teacher quality (OECS Teacher Education and Professional Development Conference, 2018). Teacher Education is a direct guide for teacher-students, where the program is to educate them to become quality future teachers (Snoek & Zogla, 2009:21).

Oguz & Guner (2015:124), believe that this program will change teachers' understanding and way of teaching. While Day (2019), teachers must engage in career-long professional development, Avalos (2011), recognizes that such teachers' learning opportunities are complex and will vary depending on the needs (their own and those of their students) and the context in which they work. Numerous studies have demonstrated the important role that

professional development plays in improving teachers' classroom practices. For example, Borko (2004), shows the positive and real impact of CPD programs on teachers' practice, knowledge, collaboration and ability to provide excellent standards of teaching.

Problems related to CPD, Chang quotes Hattie (2010:9), mentions five factors that determine student learning outcomes, namely: (1) student characteristics (49%), (2) teachers (30%), (3) school environment, (4) family environment, (5) friends, which has 7% for each. This means that the teacher has a big influence on student success. Furthermore, teachers are of key importance in designing, supervising and assessing effective and innovative educational practices to improve student outcomes (BCTF, 2009). In line with that, UNESCO stated that teachers are one component that has a strong influence on equality, access and quality in education and is the key to sustainable global development.

However, training, recruitment, retention, employment status and conditions must be monitored. Tanah & Abu (2014), stated that student achievement depends on teachers preparing learning which is supported by teaching practices based on their knowledge, skills and teaching attitudes. Therefore, teachers must have good competence and high performance, be actively involved in professional development, constantly increase their knowledge of current issues, work innovatively, carry out their duties ethically, and show commitment or responsibility in teaching practice in schools.

Burns & Lawrie (2015), stated that for teachers to be effective, they must take part in coaching and professional development programs. Several studies on teacher professionalism development have been conducted, for example Atay (2006a & 2006b); Gutierrez (2017); Saunders (2014). Based on the results of this research, it can be concluded that it is important to carry out sustainable teacher professional development programs that can realize effective learning and increase student learning achievement.

Other research on the influence of teacher self-development and professional identity on the quality and success of classroom teaching was conducted by Derakhshan et al. (2020); Gore et al. (2017); Novozhenina & López Pinzón (2018); Tabatabaee & Yazdi et al. (2018). Research on the influence of performance conceptions and practices on teacher success has been conducted by Kielblock & Gaiser (2016); Papisotirou & Hannan (2006); Trigalová & Jahn (2013). The research results further state that education has a major influence on various aspects of life, and ensures sustainable development and supporting factors that contribute to sustainability and peace, has a direct influence on reducing poverty, and also promotes health, gender and environmental sustainability (UNESCO , 2014:25). In fact, the influence of

education on human life is one of the factors that underlies UNESCO to continue to express the idea of lifelong learning which began in 1972 (Tuijnman & Bostrom, 2002: 95).

Increasing abilities, skills and attitudes determines the quality of a nation's human resources. Therefore, it is the responsibility of every individual to become a lifelong learner, namely learning to develop themselves, continuing, and improving their competencies and skills along with developments in science and technology. This responsibility is an obligation for everyone in any profession, including teachers. Teachers are required to carry out professional development in all their careers related to their roles and responsibilities as teachers (Gray, 2005: 5).

Implementation Of Teacher Development

Based on research related to the implementation of continuous teacher development, Nuraeni & Retnawati (2016:137–138), revealed that the effectiveness of forum subject teachers (MGMP) is still relatively low. Nuraeni & Retnawati (2016), stated that it is suspected that existing MGMP activities established in each district and province have not functioned optimally to facilitate teachers to develop themselves. On the other hand, post-certification teacher performance factually shows that not all certified teachers in Indonesia have good competence and performance (World Bank in Jalal et al., 2009: 7). This is in line with research conducted by Abubakar (2015: 116), regarding the impact of competency certification of Madrasah Aliyah teachers in Kendari, Southeast Sulawesi, Indonesia, which states that teacher certification has not had a positive impact in increasing competency, both in subjects and educational units.

This research is supported by the research findings of Kardiyem (2013: 17, which states that the overall performance of certified teachers in vocational high schools in Grobogan Regency, East Java, Indonesia is categorized as not good. Various obstacles are faced by teachers, including low achievement motivation, limitations time, lack of knowledge, and perception of government regulations are the main causes of their low performance in their duties.

Apart from that, the level of teacher competency and skills before and after certification is still the same. Teachers make less effort to improve their competence and tend to perform the same as before getting the certificate. Nuraeni & Retnawati (2016:130), in their research on teacher performance in professional development in Wonosobo Regency, found that teachers were still categorized as very lacking in professional development, and certified teachers had insufficient awareness of professional development. Furthermore, Fahmi,

Maulana, and Yusuf (2011:15), emphasized that teacher certification is expected to improve teacher quality, but in reality, it does not make a positive contribution to improving the student learning process.

According to Hamilton-Ekeke (2013:15), teacher competency is the teacher's ability to help students achieve a higher level of learning. Competence requires teachers to carry out professional responsibilities, therefore the effectiveness of the implementation of the teacher's role as a learning agent depends on the teacher's level of competence. The level of teacher competence is related to professional and pedagogical knowledge. Teachers are the central point in the learning process who must significantly continuously improve their own competence. Teacher knowledge and skills are factors that influence the success of learning in the classroom. In the midst of rapid technological progress, as professionals, and because of the demand for high educational standards, teachers must always continue learning (in-services training) in order to increase their competence.

Continuous professional development (CPD) is essentially continuous learning for teachers which is the main vehicle in efforts to bring about desired changes related to student success in learning (Ministry of National Education of the Republic of Indonesia, 2010: 9). In the case of teaching, the development that can be done is in-service training. The implementation of CPD for all teachers is believed to be able to revitalize teachers' skills in designing the teaching and learning process, increase enthusiasm for teaching, and help maintain their scientific knowledge (Joubert, Back, Hirst, & Sutherland, 2010: 1765).

Based on the explanations above regarding the importance of continuous professional development for teachers, this research focuses on MAN and MAS in Sibolga and Central Tapanuli Regency which really need to implement appropriate coaching and sustainable development programs. This research is entitled: Teacher Professional Development through Continuing Professional Development (CPD) of MAN & MAS Teachers in Sibolga and Central Tapanuli Regency.

C. METHOD

This research uses a mix method, namely qualitative and quantitative. Participatory Action Research (PAR) research is a research model that seeks something to connect the research process to the process of social change. This research will be carried out at MAN & MAS in Sibolga City and Central Tapanuli Regency. This sampling technique was carried out using stratified proportional random sampling, which is the aim of implementing CPD for MAN & MAS teachers. Comprehensively, this research was carried out in several stages,

starting from planning, implementation, report writing and evaluation. This research was carried out over 6 (six) months starting from the preparation of the research proposal to the revision of the dissertation (May–October 2023).

In collecting research data, this research data collection was carried out using triangulation (cross check), which means combining five techniques at once, namely: 1) survey using a questionnaire, 2) participatory observation, 3) in-depth interviews/dept interviews, 4) Focus Group Discussion/ FGD, and 5) documentation study. The following is an explanation of each technique in question.

In analyzing the data in this research, there are 2 techniques, namely qualitative and quantitative. To strengthen the validity of the data in qualitative analysis, the results of the findings and the authenticity of the research, the researcher refers to the use of data validity standards suggested by Lincoln & Guba, which consist of credibility, transferability, dependability and confirmability. In quantitative analysis, the following are carried out: 1. Analysis Requirements Test, 2 Normality Test, 3. Regression Linearity and Feasibility Test, 4. Predictor Accuracy Test, 5. Multicollinearity Test, 6. Hypothesis Test.

D. RESULTS AND DISCUSSION

Teacher Professional Mapping

Research on teacher professionalism at MAN and MAS in Sibolga City and Central Tapanuli Regency reveals that teacher professionalism in these areas is still below expectations. Observations and interviews with madrasa heads and teachers show that many aspects of teaching and administration need improvement to meet professional standards.

A key issue is the lack of adequate learning media. Many teachers rely on internet materials or resources from other schools, which they simply adapt, leading to monotonous, uninspiring lessons that do not actively engage students. This lack of creativity and preparation hampers dynamic and effective learning.

Another challenge is poor learning administration. Many schools prepare annual and semester programs, syllabi, and lesson plans haphazardly, with some teachers lacking these essential documents altogether. This lack of discipline in administrative tasks disrupts the learning process and misaligns teaching material with learning objectives.

Teacher discipline is another significant problem. Some teachers arrive late to class and fail to start lessons on time, showing a lack of commitment to their duties. In some cases, teaching is overly simplistic and passive, such as having students copy textbook material or complete exercises without further explanation.

Additionally, some teachers lack mastery of their subject material, affecting their ability to effectively explain content to students. The absence of proper planning exacerbates this issue, leading to undirected and passive learning experiences for students.

However, there are positive aspects, with some teachers effectively planning lessons and relating content to real-life situations, although this is not widespread. Few teachers master their material thoroughly or use varied learning media to engage students actively.

Madrasa heads play a crucial role in improving teacher professionalism by acting not only as managers but also as leaders who motivate and guide teachers. Effective supervision and constructive feedback are essential for improving teaching quality. Continuous Professional Development (CPD) programs are important for enhancing teacher skills and knowledge over time.

Furthermore, educational success is also influenced by how madrasa heads manage resources and infrastructure. Adequate facilities are essential for teachers to carry out their duties effectively. Good educational management, including wise resource allocation, is critical for optimal teaching and learning.

In conclusion, while there have been efforts to improve education quality in these regions, teacher professionalism requires significant improvement. A more structured and sustainable approach is needed, including ongoing professional development and better management by madrasa heads, to enhance education quality and achieve better outcomes in the future.

Forms of Teacher Training MAN and MAS

Improving the quality of education in Indonesia relies heavily on the role of teachers, who are considered agents of change influencing educational outcomes. To enhance teacher competency, the government has introduced various policies and programs, including Law No. 14 of 2005 and Government Regulation No. 19 of 2005, which emphasize the importance of teacher quality in achieving national education goals. Michael G. Fullan's view supports this by highlighting that educational success depends on teachers' competence and professionalism.

To support this, the Directorate of Teachers and Education Personnel (Dit. GTK) of the Ministry of Religion launched the Sustainable Professional Development Program (PPKB). This program aims to improve teachers' knowledge, skills, and professional attitudes through continuous development activities such as self-development, scientific publications, and innovative work. PPKB ensures that teachers are prepared for ongoing educational challenges, including curriculum changes and new learning methods.

Various activities at madrasas, such as training in the latest curriculum, technology use, and pedagogical skills, help develop teacher competencies. For instance, training in the

Independent Curriculum, literacy, and technology-based learning, including AI, are essential for improving teacher competence.

Interviews with madrasa heads, supervisors, and teachers indicate that the Continuing Professional Development (CPD) program has had a positive impact on teachers. CPD participants report better classroom management, a deeper understanding of the national curriculum, and improved teaching quality. These developments lead to increased student academic performance. Teachers also benefit from career growth opportunities, including enhanced skills, professional attitudes, and certification programs, which motivate them to continue participating in CPD.

Coaching activities in madrasas, such as those at MAN Sibolga City and others, further support teacher competency development. Teachers show enthusiasm for CPD programs, appreciating the knowledge and opportunities to improve teaching quality. Some teachers noted that CPD helped them better understand and apply the Independent Curriculum.

Overall, the implementation of sustainable professional development programs is crucial for improving the quality of education in Indonesia. With continuous development in teacher competency, these programs contribute to a better education system and positively impact the nation's future generations. Ongoing support from the government, educational institutions, and society is vital to strengthening these programs and ensuring education meets modern needs.

Implementation of Focus Group Discussions (FGD) to Improve Teacher Professionalism

The series of Focus Group Discussions (FGDs) held between December 2023 and later focused on improving teacher professionalism through Continuing Professional Development (CPD). The first FGD addressed challenges in implementing CPD, particularly in preparing and executing Learning Implementation Plans (RPP). The discussion highlighted the need for structured training and improved teaching methods. Recommendations were made for more organized CPD programs, with an emphasis on objective evaluations to ensure effectiveness.

In the second FGD, conducted across four madrasas in Sibolga City and Central Tapanuli Regency, the focus was on enhancing teachers' understanding of lesson planning. Despite some challenges in implementation, there was noticeable improvement in teachers' ability to prepare and deliver lessons. While progress was made, further support and better training strategies were deemed necessary.

By the third FGD, there was significant progress, with CPD scores of 87.12% and teacher professionalism at 75.60%, confirming CPD's positive impact on teaching quality. Although

variations existed between madrasas, all showed improvement, underlining the importance of ongoing evaluations and tailored support for each institution.

The fourth FGD showed that 84.51% of respondents considered CPD sufficient, and teacher professionalism reached 77.36%, demonstrating significant development in teaching competence. However, variations were noted between madrasas, such as different management support and madrasa culture, which impacted results.

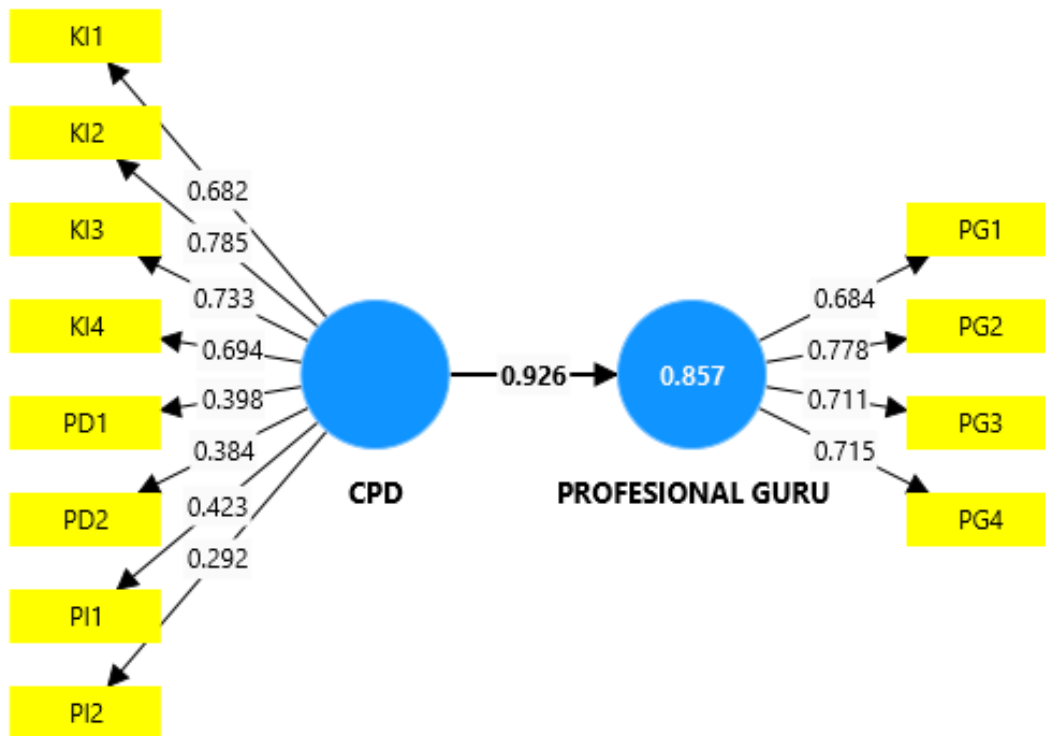
In the fifth FGD, 85.57% of respondents rated CPD as sufficient, with 78.36% reporting improved professionalism. Half of the respondents fell into the high professionalism category, suggesting CPD was positively influencing both teaching competence and professional attitude. Variations in results across madrasas highlighted the role of managerial support and collaboration culture.

By the sixth FGD, CPD scores reached 85.93%, and teacher professionalism increased to 95.64%, indicating active participation and significant improvements in teaching quality. Although some madrasas showed slightly lower results, all showed positive outcomes, with higher professionalism linked to strong organizational culture and resource access.

Overall, the six FGDs demonstrated substantial progress in developing teacher professionalism through CPD, with scores steadily increasing from FGD I to FGD VI. The CPD program was shown to significantly enhance teaching quality, though variations between madrasas emphasized the need for context-specific strategies. Moving forward, continuous evaluation and adaptation of CPD programs are essential to ensure all teachers can develop and enhance the overall education quality.

The Influence of Continuous Professional Development in the Form of Personal Development, Scientific Publications, and Innovative Work Has a Positive Influence on Increasing the Professional Competence of MAN and MAS Teachers in Sibolga and Central Tapanuli Regency

From the results of calculations related to the influence of continuous professional development in the form of self-development, scientific publications and innovative work which have a positive influence on increasing the professional competence of MAN and MAS teachers in Sibolga and Central Tapanuli Regency, the following data were obtained:



There are 12 indicators that come from CPD and teacher professionalism, each of which has a relationship that can be linked to the numbers produced based on the calculations above. Following is an explanation of each indicator and its relationship to teacher professional formation.

E. CONCLUSION

Based on the discussion of research results and implementation of Continuing Professional Development activities at MAN & MAS in Sibolga City and Central Tapanuli Regency with six FGD stages, several conclusions can be drawn as follows.

1. Teacher professionalism at MAN & MAS Sibolga City and Central Tapanuli Regency still faces challenges that affect the quality of education, such as lack of learning planning, use of innovative media, as well as weaknesses in material mastery and evaluation. Factors such as low discipline and lack of continuous training are also obstacles. To overcome this, madrasa heads need to be more active in supervision and improve infrastructure. A holistic approach involving competency development, motivation, and supporting a conducive work environment is needed so that teachers can improve the quality of teaching, which will have a positive impact on student learning outcomes.

2. The forms of activities to increase teacher professionalism at MAN & MAS Sibolga City and Central Tapanuli Regency are ongoing efforts that involve collaboration between various parties, including the government, madrasa heads and teachers. The Continuous Professional Development Program (PKB) plays an important role in improving teachers' pedagogical, social, professional and personality competencies, even though they face challenges such as limited resources and infrastructure support. Collaboration in designing relevant development programs, as well as government support through training and certification, has made a significant contribution to improving the quality of learning in madrasas. Therefore, strong synergy between teacher competency development and effective education management at the madrasah level is very important to achieve national education goals and improve the quality of education in the region.
3. Implementation of six FGDs regarding teacher professionalism and *Continuing Professional Development* (CPD) at MAN and MAS in Sibolga City and Central Tapanuli Regency showed a significant increase in teacher participation and understanding of the importance of professional development. Before the FGD, professionalism and involvement in CPD was still low, but after the FGD, there was a positive spike in the quality of teaching and active participation of teachers in the CPD program. FGDs have proven to be an effective tool for encouraging reflection, sharing experiences, and strengthening support from madrasah management. This increase is in line with professional development theory which emphasizes the importance of continuous learning to improve the quality of education.
4. Teacher professionalism is a system that is interrelated and mutually supportive in creating an effective and quality learning environment. Indicators such as the ability to plan, implement and evaluate learning, use of technology, creativity in art, creation or modification of learning tools, as well as involvement in collective teacher activities, contribute to each other in forming teacher competence and capacity in managing the teaching and learning process. Involvement in preparing learning standards and scientific publications strengthens the teacher's position as a research-based educator, which not only helps in planning learning but also in evaluating student learning outcomes more systematically and objectively. In addition, functional training and collaborative activities between teachers are important factors in updating knowledge and skills, which have an impact on teachers' ability to create relevant and interesting learning experiences for students. Thus, the interaction between these indicators not

only strengthens individual teacher competence, but also contributes to the overall development of professionalism, which ultimately has positive implications for the quality of education and student learning outcomes.

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