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## Improving the English skills of dance students through English learning with a cooperative learning approach

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Sutiyono, Wenti Nuryani, Puspitorini, Titik Putraningsih  
Yogyakarta State University  
e-mail: [sutiyono\\_63@yahoo.com](mailto:sutiyono_63@yahoo.com)

***Abstract:** This study was aimed at improving the habits and courage of dance students in communicating in English. This study was classroom action research with a cooperative learning approach performed through English learning in the Curriculum Review and Development Course. The research subjects were 44 students of the Dance Education Department, Language and Art Faculty, Yogyakarta State University. The learning activity was Numbered Heads Together. Action implementation was performed in 2 cycles, which were: (1) improving the habits to ask and read texts, and (2) improving courage to do presentation and write. Research results showed that the Numbered Heads Together strategy could motivate dance students to be active in the classroom and improve courage to communicate in English (48% to 75% in the first and 98% in the second cycle).*

**Keywords:** English speaking skills, cooperative learning, classroom technique

### 1. Introduction

The influences of globalization on various areas of life demand innovations and efforts to continuously improve various things, including improving human resource qualities. In regard to the issue, skills in communicating in English should be improved so that we can enter and compete on the international level. Being recognized internationally, whether as an individual or as an institution, it is important to show that Yogyakarta State University (YSU) graduates have excellent qualities. Therefore, through a number of World Class University (WCU) programs, YSU continues to improve itself, including encouraging its academic community to be skilled at communicating internationally.

As we all know, English has been taught at elementary school, junior high school, high school, and university, and in the past few years it has been taught at kindergarten levels. But the result is not satisfying, only a handful of students are skillful in communicating in English. There are several things that cause this. There is a big possibility that this is caused by incorrect learning methods, so that it reduces students' motivation in learning (Soemanto, 2003). Besides, as a skill, communicating in English should be practiced continuously and used in daily life to become a habit.

Related to the problem above, a learning model in English should be developed to train English communication skills so that students and lecturers may have a habit to communicate in English. This is also for



preparation purposes if YSU works together with foreign universities and invites foreign students to continue their studies in YSU, lecturers and students should be ready with international level teaching activities.

Study group activities often times increase individuals' motivation to learning something, and cooperative learning can be used to train English skills through curriculum review and development course teaching activities (Shlomo, 2009). Therefore, the formulation of the problem is as follows: Can English skills of dance students be improved through English learning in the "Curriculum Review and Development" course with a cooperative learning approach?

Cooperative Learning method refers to various teaching method in which students work in small groups to help each other in studying learning material (Slavin, 2008:4). In a cooperative learning class, students are expected to help each other, discuss and argue, to improve their current knowledge and bridge the gap in their understanding. In cooperative learning, students sit together in groups of four or five to master materials taught by the teachers.

Cooperative learning is not new to teachers and lecturers. Teachers and lecturers have used it for years in laboratory groups, assignment groups, discussion groups, etc. However, cooperative learning is different from a normal study group (Suprijono, 2007). In cooperative learning, there are five elements which can help educators to manage classes more effectively, which are: (1) positive interdependence, (2) individual responsibility, (3) face-to-face, (4) communication among members, and (5) evaluation of group process.

There are several cooperative learning models which have been developed intensively and effectively and applied on learning process (Nasution, 2003). The models are (1) Student Team Learning (*Pembelajaran Tim Siswa* or PTS), (2) Student Team Achievement Division (STAD), (3) Team Game

Tournament (TGT) (Slavin, 2008: 13), (4) Jigsaw (I and II), (5) Cooperative Integrated Reading and Composition (CIRC), (6) Team Accelerated Instruction (TAI), (7) Numbered Heads Together, (8) Group Investigation, etc.

This study uses Numbered Heads Together learning activity, which is a learning strategy in which its implementation is started by developing the class into small groups, and giving numbers to all group members according to the number of the members. After groups are formed, the teacher gives several questions which must be answered by each group. Each group will be given a chance to find the answer by putting their head together, discussing to think of an answer to the teacher's question. The next step is to call students with the same number from each group to answer the teachers' questions. This is done continuously until every student with the same number from each group has their turn in answering the teacher's question. Based on the answers, the teacher can develop more in-depth discussion, so that students can find the answers as a whole knowledge.

Study result optimization can be done through trainings and practices, whether individually or in groups. Therefore, the effort to improve students' English skills can be done by increasing interaction trainings and practices in learning activities in the classroom. The Numbered Heads Together learning method with cooperative learning approach which emphasizes on group work to help improve individuals' skill will increase students' learning motivation, because they can study together with friends in a comfortable and fun situation.

## 2. Method

This study was performed in eight meetings in a classroom in two months, starting from May to June 2010. The subjects of this study were 44 students of Dance Education Department, Language and Art Faculty, Universitas Negeri Yogyakarta who



were in their 4<sup>th</sup> semester and taking "Curriculum Review and Development" course (*Kurikulum 2009 Pendidikan Seni Tari*, 2012).

This study used a Classroom Action research method. The procedure of this study was divided into several stages: (1) Initial observation (introduction) which was meant to discover the initial skill and characteristics of students, (2) Planning which was designing purposes, materials, strategies, implementation, and research location in details, (3) Implementation and observation to implement the design made and recording the observation performed continuously during the process, (4) Evaluation and reflection to evaluate the successes and inhibitions of the learning process performed, and (5) Follow-up continuing to the next cycle by repeating and with variations and modifications.

Based on initial observation, several things that should be improved on the research subject students were the habit to communicate in the classroom in English, as well as courage to make statements or questions in English. While regarding confidence, nearly 75% students were confident in introducing themselves in English, although the grammar was poor. Based on initial observation, it was also discovered that there were six students who were fluent and confident in communicating or making statements/questions in English with good grammar.

Habit and courage to communicate in English are related to each other, therefore they became the main purposes of this study, which are descriptively formulated to increase class participation and increase habit as well as courage to communicate in English.

The research was designed by prioritizing fun learning situation, by choosing materials with medium level of difficulty, and variation of learning strategies. The design of the first cycle is as follows:

- a. Purpose: (1) Accustoming students to interact in English through study group method, and (2) Increasing class participation by increasing students' courage to ask questions in English.
- b. Action: (1) Self introduction and taking questions from lecturers and other students, (2) Optimizing the role of the group to get used to interacting in English, and (3) Learning materials in English in groups, then answering questions from the lecturer.
- c. Activity stages consisting of: (1) self introduction in one meeting, (2) Answering questions from lecturer verbally in 3 meetings. Note: Before the second stage, every group had discussed the material outside of the meeting, (3) Students expressing themselves in English, and
- d. Students interacting in English in the classroom more often. The action results in the first cycle would be perfected in the second cycle by increasing students' motivation to express opinion in English.

The results of evaluation and reflection on the first cycle were used as a basis to design the action in the second cycle. Because the result of the first cycle was not optimum, there were several things which should be repeated by optimizing group role and modifying the learning method used. So that students were more accustomed to interacting in English, the second cycle would be performed in 4 meetings. The details of the second cycle were as follows:

- a. Purpose: (1) Encouraging students and lecturers' habit to interact in English in and out of the classroom, and (2) Increasing students' courage to ask or making a statement in English.
- b. Action: (1) Distributing a discussion topic to every group, then the groups will make a short writing in English on the topic, (2) Each group appoints a representative to present the topic, (3) Other groups are asked to prepare questions or comments for the presenting group, and (4) At the



end of the meeting, one of the students is asked to make a brief conclusion of the material.

- c. Activity stages consisting of: (1) Students were given 1 week to prepare material according to the topic/subject given, (2) Two of the first meetings in the second cycle repeated the action from the first cycle, which was answering questions from the lecturer verbally, (3) each group presented topic/subject in English, with some Bahasa Indonesia, in 4 meetings, and (4) Two of the last meetings in the second cycle involved competent observer, in this case a lecturer from English Department.

Success indicators are identified as follows:

- a. The increase of habit of speaking in English, marked by the high frequency of students responding to the lecture in English.
- b. The increase of class participation, marked by more students' activeness in interacting and responding in English.
- c. Improvement of learning quality, marked by students' courage to do presentation and write assignments in English.

### 3. Findings and Discussions

According to the plan, the first cycle was performed in four meetings. The implementator was Wenti Nuryani as the lecturer of "Curriculum Review and Development" course. The collaborators/observers were Sutiyono, Puspitorini, and Titik Putraningsih.

There were two stages of main activities performed in this cycle, which were (a) self introduction on May 11<sup>th</sup> 2010, (b) answering questions from the lecturer in quiz/verbal questions as well as reading answers of questions or subjects. It was performed on May 18<sup>th</sup> 2010, June 10<sup>th</sup> 2010, and June 15<sup>th</sup> 2010. There was a rather big gap between the second and third meetings because the

students asked for time to concentrate on production management handling for III Choreography exam performed on the first week of June.

The purpose of this activity was to raise the courage to express opinion in English, practice confidence, train the habit to interact (albeit simply) in English. The implementation of this action was a fun activity for the students because they were free to express themselves so that many funny things happened. The relaxed atmosphere in this action increased courage to ask questions to the individuals who were introducing themselves. Similarly, questions from lecturers and friends were answered confidently, although most students (75%) still used two languages in answering questions.

From the aspect of grammatical correctness, many were incorrect, but from courage and confidence aspect, nearly everyone showed high courage.

This activity aimed to train the habit of reading and understanding English text as well as training the habit and courage to interact in English. Included in it was answering lecturer's questions on the topic discussed. The method used in this action was learning with Numbered Heads Together method. First the lecturer divided the class into 6 groups, each consisted of 7-8 people. Everyone was given a number according to how many personnel were of the group, which was 1-7/8. The each group was given a topic which must be studied together. They must bring the group together, discussing to find answers to the questions from the lecturer.

Next, the lecturer called members of each group with the same number to answer questions. This was done repeatedly until every member of the groups had their chance to answer questions. To make it more exciting, answers which couldn't be answered by group members who were called were given to members of other groups. This was



also to maintain focus on the material discussed, although some weren't answering questions.

Recording of the increase of students' responses was done by the observers, who were Sutiyono, Puspitorini, and Titik Putraningsih. The instruments used were observations sheets of the increase of individual' participation. Because the purposes of this study were 'accustoming' and 'encouraging' interaction in English, there was no test.

The results of first cycle reflection were:

- a. Students' courage to answer questions increased, especially in the third and fourth meetings. 22 students even responded more than once in answering lecturer's questions/able to answer a few questions.
- b. 6 students were able to answer questions in fluent English and full of confidence. There were Dessy, Ratih, Wahyu, Farah, Arum, and Danang.
- c. Students diligently joined the course during the first cycle. But there were 4 students not present during the end of the first cycle; three of them were in an art performance while the other one was sick.
- d. Students often greeted the lecturer in English outside of the classroom.

The results of reflection and evaluation in the first cycle were used as a basis to make a design of the second cycle. Because the first cycle showed good increase of courage, learning method during the second cycle was increased by giving assignments to each group to make brief paper in English on definitions, foundations, components, and principles of KTSP and Arts and Culture. Then each group must teach the material to the classmates in turn. In other words, every group was asked to present their paper and answer questions from other groups.

The second cycle was performed in four meetings, by involving an observer, a lecturer of English Education Department, G. Suharto. At first, MR. G Suharto was going

to be involved as an observer during the four meetings of the second cycle, but the students weren't confident and a little scared and so asked for time to prepare themselves mentally during the first and second meeting, and invited G. Suharto for the third and fourth meetings. Meanwhile, Puspitorini was ill, therefore unable to continue her work as an observer, and was replaced by Wenti Nuryani.

There were three stages of main activities performed in this cycle, which were: (a) making a short paper in English, (b) present the paper and answer questions asked, (c) prepare questions for the other groups who were presenting their papers. Division of implementation time in the second cycle was as follows: June 24<sup>th</sup> and 25<sup>th</sup> 2010, giving presentation and answering questions from lecturer and classmates. June 28<sup>th</sup> and 29<sup>th</sup> 2010, giving presentation and answering questions from other groups, while the lecturer didn't give any question. Specifically, the actions in the second cycle are as follows:

The purpose was to train students to understand and get used to reading texts in English. Text sources could be the internet or other sources, rearranged according to the need of the group. However, a group tried to make its own paper in English, which was group 1. It should be noted that there were 6 groups, with 7 or 8 members each. All groups finished their assignments on time.

The purpose of this activity was to increase courage to express opinion, as well as responding in English. During the first and second meetings (June 24<sup>th</sup>, 25<sup>th</sup> 2010), after presenting group assignments, they answered questions from lecturer who will give the questions to the other students to keep the class active. During this action, nearly all students responded to questions or comments from lecturers and other friends, although their responses in English were occasionally mixed with words in Bahasa Indonesia. During the third and fourth meetings (June 28<sup>th</sup> and 29<sup>th</sup> 2010) the atmosphere was tense



because there was an observer from English department. Even those who had given presentation were not present on the next day. So, nine people were absent in the last meeting. Students responded only once on the average (asking or answering), only six responded more than once.

The purpose of this activity was still the same as above, which was to increase courage and habit to respond in English by asking questions or giving comments. For those who were less fluent in communicating in English, they were allowed to read questions made. Similarly, those who answered questions were allowed to read texts. This way they also practiced their skill in reading English texts.

Recording of increase of individual's participation was performed by Nuryani, Sutiyono, Titik Putraningsih by using observation sheets on the increase of individual's participation. Meanwhile, G. Suharto focused on observation on students' skill in making opinions, asking, or answering questions by using class participation observation sheets.

The results of the final reflection of the second cycle were: (a) While in cycle 1, courage increased drastically, it's stable in cycle 2, (b) students seemed more accustomed to courses in two languages, so they were more relaxed, (c) there were 5 students who had better skills than other students as shown by fluency in speaking in English and higher confidence, (d) discipline in going to courses lowered in the second cycle, because in the third meeting 5 people were absent without notice. During the last meeting, 10 students were absent without notice, either. Observers and other students guessed that these 10 people were absent to prepare for semester exam which would be held in the next class hour.

The classroom action research was performed in a room usually used for theoretical course for most study programs in Language and Art Education Faculty, Universitas Negeri Yogyakarta. Some rooms were initially not designed for classes,

therefore actually did not meet the requirements of holding a class. The room was too small for more than 40 students, so that they could not sit freely and this affected their concentration. There were attempts to move to other rooms, but failed to get a proper room because of the tight schedule, so we returned to the previous room.

Time of research was designed to fit the schedule of "Curriculum Review and Development" course, which was on Tuesday and Thursday, from 13.00-14.30. However, some of the schedule was changed and adjusted according to the deal with the students, including time and duration of meetings. This was because the research subjects were students with many activities.

Besides, the characteristics of students who were made research subjects were loud and rather undisciplined class. During this study, they also had to take "Production Management" course which required them to handle Choreography show exam. Several students often asked permission to be late because they had to prepare for Choreography show exam, starting from making fundraising proposals for sponsors to preparing the stage for Choreography show exam.

However, the research purpose which focused on accustoming and increasing the courage to interact or communicate in English was quite successful. Research subjects seemed confident in speaking in English, including getting used to reading English texts, although in easy level (not texts which were difficult to understand).

However, the actions of the second cycle involved an observer (lecturer from English Education Department, G. Suharto. When observed by G. Suharto, the students lost confidence and were a little scared. They were worried about speaking in English with wrong grammar. Actually, this study was meant to instill that speaking in English should be driven by courage and they were expected to not be scared about making mistakes. In other words, practicing speaking



in English at early level and especially to increase courage shouldn't involve an observer who was an expert in English.

#### 4. Conclusion and Suggestions

Based on the results of the analysis of the action implementation, several things can be concluded:

- a. The main factor in communicating in English is courage and trying not to be scared of making mistakes.
- b. To be more skillful and fluent in English, one should get used to using the language in many opportunities, although limited to simple sentences.
- c. To motivate students, class atmosphere should be designed in such a way to be fun, not tense, but still disciplined. The use of cooperative learning approach with numbered heads together method can encourage the habit to respond.
- d. Generally, class participation increased, 75% students still joined the class to the end of the cycles.

Generally, this research was successful in accustoming students of Dance Education Department, Language and Art Faculty, Yogyakarta State University to increase courage in speaking in English, especially in

classroom interaction. Therefore, the actions implemented in this study should be continued by the students so that they can continue to practice English, not only in the classroom but also outside. Besides, lecturers should set an example so that students are motivated to speak English.

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## Life management training for teachers to deal with performance assessment and continuing professional development

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Priadi Surya and Veny Hidayat  
Yogyakarta State University  
e-mail: [priadisurya@uny.ac.id](mailto:priadisurya@uny.ac.id)

**Abstract:** *Teacher Performance Assessment and Continuing Professional Development is a program to build teacher professionalism. Due to the newest policy of teacher performance assessment and Continuing Professional Development, teachers are still confused of the procedures. First, teachers are not familiar with the new procedure to step up the functional level. Teachers must fulfill the functional credit points first, after that they could step up their position level. Second, teachers are not familiar with the multi assessment by principal, senior colleagues, and superintendent. Third, they also are not ready yet to fulfill the requirements of cumulative credit points. Life management training is an alternative solution to prepare the teacher in this situation. The aim of the present study is to describe the result of a life management training for teachers to deal with performance assessment and continuing professional development. The research method is action research with qualitative approach. The number of active participants reached 74 participants. The findings showed that qualitatively participants were very satisfied. Training participants, both in extracting an idea or ideas and using scientific and systematic language, were getting better at preparing scientific papers.*

**Keywords:** *life management training, teacher performance assessment, professional development*

### 1. Introduction

The implementation of the teacher cumulative credit points is conducted in accordance with the Indonesian Law No. 14/2005 about Teacher and Lecturer, and Ministry of National Education Act No. 35/2010 about Technical Guide Teacher Functional Task and Cumulative Credit Points. To make some credit points, teachers must have their cumulative credit points through the performance assessment and continuing professional development. Craft (2000: 6) said that professional development has attracted increasing attention in recent years. Faced with rapid changes, demands for

high standards and calls for improving quality, teachers' needs has increased as never before to update and improve their skills through professional development. Formerly known as in-service education and training, or INSET, a phrase now in much wider currently to describe in-service training, is Continuing Professional Development (CPD).

The Institute for Education Quality Assurance of the Yogyakarta Province (LPMP Yogyakarta) reported in the year 2011 that only 34 percent tenure teachers were eligible to step up to higher level of functional status from IV/A to IV/B. There are needs for some serious preparation for



teachers to deal with Teacher Performance Assessment/TPA and Continuing Professional Development/CPD. Life management training gives the teachers opportunities to prepare themselves psychologically and technically to deal with these challenges.

Due to the newest policy of teacher performance assessment and continuing professional development, teachers are still confused of these procedures. First, teachers are not familiar with the new procedure to step up the functional level that are separated from the position level. Teachers must fulfill the functional credit points first, after that they could step up their position level. Second, teachers are not familiar with the multi assessment process which is assessment by principals, senior colleagues, and superintendents. Third, they also are not ready yet to fulfill the requirements of cumulative credit points. Life management training is an alternative solution to prepare the teacher in this situation. Teachers would have a comfortable condition to deal with the new policies for them.

The training is to prepare teachers to implement self-management to encounter TPA and CPD. The specific objectives are: 1) to enhance the ability of teachers implementing self-management to deal with TPA; 2) to enhance the ability of teachers implementing self-management to deal with CPD; 3) to improve understanding of teachers to meet ongoing credit scores and professionalism.

The benefits of the training are: 1) with good self-management, the teachers can prepare for the assessment of teacher performance and functional promotion to a higher level; 2) with good self-management, teachers can make the results of the performance appraisal for continuing professional development; and 3) with good self-management, the teachers could prepare for the ongoing TPA and CPD.

## 2. Methods

The research method is action research within a qualitative approach. This study is to implement the training effectively. The activities within this action research are: 1) paradigm changes in teacher professional development and training motivation through life management training (LMT) to increase confidence in the framework of readiness of teacher performance assessment and continuing professional development; 2) socialization of the teacher performance assessment program and the continuing professional development for teachers as well as training teachers to calculate credit points in that order.

The PPM program was conducted in two days. Some events are staged as: grain zero mindset, ice breaking and trust building, rules of training, grouping, know your potential, dissecting the past, simulation games, the power of dreams, the power of focus, the power of planning, life navigator, goal setting, and reflection.

This training took trainees to get in close to who they really are, the potentials of what has been owned but is not optimal, the effort in maximizing the potential, determining and designing meaningful life goals throughout life, and balancing Intelligent Quotient, Adversity Quotient, Emotional Quotient and Spiritual Quotient in each individual. Trainers made the trainees to build successful individual characteristics by changing the mindset, paradigm, attitude patterns and behavior patterns. The trainees also practiced managing and designing successful life, so it would be formed of individuals who had a balance of success in many dimensions of life.

According to Steward (2009: 6) there are ideas and activities to enable teachers to focus on aspects of their own personal and professional development by completing



tasks, reading about examples from colleagues who practice in the sector and making links to practical teaching and learning situations as well as the national standards. These might include:

1. Case Study Research – Accounts of one's primary research with teachers in the sector.
2. Check It Out – The tasks provide an opportunity for one to assess how much one already knows and checks out how information relates to one's own workplace.
3. Keep Up To Date – Keeping up to date is important in a fast-changing sector and these activities provide an opportunity for one to make sure that the information presented in the book is still current.
4. Links To CPD – Ideas for tasks to fulfill one's annual continuing professional requirement for the Institute for Learning are suggested. If one is undertaking initial teacher training there is an opportunity to match one's workplace and placement experiences against the national standards.
5. Success Stories – Case studies from a wide range of people from across the sector, e.g. learners, teachers, mentors and managers, describing their own personal and professional development experiences and decisions which provide advice, guidelines and inspiration for the readers.
6. Successful Strategies – Summarizes the chapters and provides ideas and approaches for planning one's successful professional development.
7. Viewpoint – Personal perspectives and opinions from experts in the field of initial teacher training and professional development.

This training is designed as an integration between the material and the method used. The combinations include: 1) reflection

on the nature and meaning of our existence as human beings of all creation perfected God Almighty; 2) habituation and practical training for managing and designing successful life to be more meaningful and useful; 3) learning from the success stories of some of the characters footage of national and world leaders to be a source of inspiration and motivation; 4) learning from the experience gained during the training, so that each activity can be learned in the training.

According to Moran (2001) and Steward (2009: 19) self-assessment of teaching may be the most valuable form of assessment from a professional standpoint. There is a list of nine factors of effective teaching, which it is suggested would be a good starting point for addressing ideas for continuing personal and professional development. The training begins with self-assessment processes by identifying which factor(s) match any of teachers' initial thoughts about activities for your Action Plan for CPD that teachers have already considered.

1. Learning/Value – The learners find the learning worthwhile.
2. Instructor enthusiasm – The teaching attracts and maintains attention. Teaching conveys high expectations.
3. Organisation/Clarity – Presentations are easily understood.
4. Group interaction – Learners interact and learn from each other.
5. Individual rapport – The teacher has good relationships with individual learners.
6. Breadth of coverage – The material is covered from more than one perspective. It is current and unbiased.
7. Examinations/Grading – Examinations are fair. They encourage critical thinking. Feedback is thorough, supportive, and prompt.
8. Assignments/Readings – Assignments are challenging and encourage active learning and creativity.



9. **Workload/Difficulty** – The workload is reasonable and well paced. It accommodates diverse ways of learning.

Integrated training materials have been given to trainees as follows: Introduction of the Training which deal with the phases. Phase 1: Know Your Identity. This phase includes these following activities: know your personal potential, understanding of the past/the flashback reflection and individual, and understanding the present/multi-dimensional of Life.

Phase 2: Know Your Goals. This phase includes these following activities: develop personal goals/the power of dreams, finding opportunities/know your opportunity, and determine on fokus/the power of focus.

Phase 3: Designing the Achievement Goal Step. This phase includes these following activities: the power of planning (power plan/draft of take action life focus); life navigator (direction of personal life), and reflection (spiritual reflections – determination and affirmation purpose of life).

Phase 4: Time Management. This phase includes these following activities: setting personal goal achievement (long-term, medium, and short), the power of self motivation, and the power of self leadership.

Materials of the life management training are delivered through charge worksheets and interactive methods with resource persons/trainers and sharing stories among participants. On the day tinged with some simulation games means to uplift, learn, work, and earn a focus skill of each individual. Contemplation is also done that will brighten spiritual values in life.

The subjects of the program were 74 teachers in Wonosari 1 Public Vocational High School.

Evaluation of this training has achievement indicators. The trainee must have these following conditions. 1) Able to change the pattern of life (attitudes and behavior) with agendas that will build the future; 2) Able to focus and set targets in each event activity; 3)

Each participant is essential to understand the potential in him as a synergy to develop their interests, talents, and accomplishments citizens educational institutions; 4) Value as the foundation of the spiritual life of each participant increases; 5) Enthusiasm learning success intra and extra activities in all sectors increased; 6) Participants are able to equalize worldly interests and that of the hereafter; and 7) Have a vision and a mission in life and manage it according to the potential itself.

### 3. Findings and Discussion

The success of education achievement in the complex era is determined by the quality of teachers. They are qualified individuals who have the maturity, ability to interact, creativity, innovativeness, vision of the future, productivity, and who are able to make the transfer of knowledge as well as transfers of value and are able to work in a team performance and achievement oriented. The challenge for the competent authorities is to measure and produce qualified teachers. Considering that the teacher has an important role in forming the character of the nation in the field of science and morality, teacher performance assessment continuing professional development is a benchmark of success of a teacher as well as a foundation for future teacher career.

The life management training is focused on improving the teachers' life skills, especially in managing life and planning their future. Hopefully, the ability to manage and plan the future life of each individual will make them able to use their potential to constantly innovate and excel. Thus they are prepared to deal with TPA and CPD through and to manage the potentials optimally and can create comfort and conductively learning atmosphere in the school. This will accumulate contributions and they will make a success of their future.



This training is based on the current demands to become professional teachers through TPA and CPD. The training of teachers can obtain the same information and motivation in to deal with TPA and CPD later. For teachers, scientific work is a necessity, while on the other hand, the readiness to face the TPA and CPD is constrained by the lack of motivation, lack of understanding, and at least the existing facilitation.

On the first day, participants receive training materials, Change Paradigm of Teacher Professional and Development of Motivation through Life Management Training (LMT), to increase teachers' confidence in TPA and CPD. Given the establishment of the professional mental conditions, certainly it is not simply through the usual slogans and listening to displays important matters, but the internalization of new values to change the old paradigm to the paradigm of professional teachers is important. In this matter, trainers provide an initial understanding of the professional teacher not just writing or title alone, but the importance of a change paradigm to be professional in all areas of life and the beginning of internal motivation. After that, participants are invited to write down all the positive potential of individuals and institutions owned by private dreams and agencies so that there is an initial step to build confidence to become better. After writing all the potentials and dreams, then all teachers are invited to share in pairs to boost their confidence. It also aims to foster mutual friendship in team work and support each other so that the dream can motivate each other when the teachers know all the positive potentials and dreams with each other so they can support each other to prepare for the TPA and CPD. This session ends with "paper motivation" and inspiring video playback so that each teacher has a strong conviction to be the best.

According to Neil and Morgan (2003: 49) it is important to consider the

experiences of teaching and administration in current day-to-day life. In the research and literature on stress and time management there seem to be four areas that are focal: knowing yourself; keeping a balance between teacher's life and school life; planning activities; and other strategic behaviour and activities.

On the second day, participants were given exposure to the socialization of TPA and CPD for teachers. They also try to calculate credits score in the order of TPA and CPD, as well as independent practices on research and academic writing.

The number of active participants reached 90% which was very high. Qualitatively participants were very satisfied because this training had differences from other similar trainings. For the advantages, among others, each participant was asked to share positive personal comments and write and share with their colleagues so that their beliefs grew stronger. Another advantage is how training participants improved in extracting an idea or ideas and in using scientific and systematic language were getting better, such as preparing scientific papers. It was evident from the understanding that participants reached a rating of 85%.

Teachers have been recognized through the formal legal law No. 14/2005 on teachers and lecturers as a professional educator. Continuing professional development is needed to improve the professionalism of teachers. They are required to meet a series of activities related to national policies such as teacher competency test, teacher performance assessment, and continuing professional development. These activities include the the following. *First*, teachers perform in self-development activities through functional training and teacher collective activities. *Second*, teachers make scientific publications through presentations at scientific forums, scientific publication, research or scientific ideas in formal education, and publication of textbooks, books enrichment, and teacher's guide. *Third*, teachers present innovative



work to find appropriate technology, finding/creating artwork, create/modify lesson tools/props/lab, following the preparation of the development of standards, guidelines, questions and the like.

These training activities were especially useful because it was the first time to be held and participants remained enthusiastic throughout the activities because it was done interactively. There were some tips and dialogues to support the CPD. The enthusiasm of the participants, among others, was identified as a result of the following reflections, *First*, mentoring was conducted longer when writing potentials and dreams. *Second*, the training was done on an on-going basis. *Third*, there was a scientific forum for teachers.

#### 4. Conclusion

Life Management Training for teachers to deal with Teacher Performance Assessment and Continuing Professional Development with the target group of primary school teachers relatively fulfilled the teachers' expectation. These activities, conducted for teacher professionalism, have reached the target given to deal with TPA and CPD. On the other hand, most teachers felt that they needed more training and mentoring according to on-going educational issues. Dialogues were also needed to discuss topics that became current issues, especially in the field of education. They also needed to establish a forum of scholarly gathering and communication at the cluster level so that

teachers would be able to have a forum to develop their professionalism. Finally, the teachers also felt that they were provided with specialized media to facilitate them to do scientific work.

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