Continuous Professional Development of Teachers through Teaching Clinics at Muhammadiyah 28 Islamic Elementary School

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Abstract: This study aims to develop the continuous professionalism of teachers through the Teaching Clinic at the Muhammadiyah 28 Islamic Elementary School, Jakarta. Continued professionalism requires high self-awareness of teachers to consistently build their profession regardless of educational qualifications, subjects, and levels of education. The research method uses Research & Development with the ADDIE model, consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation. The research subjects were teachers of grades I – VI of SD Islam Muhammadiyah 28 Jakarta. The results showed that teachers' need for continuous professional development was very high using a self-management model including self-mastery, self-motivation, self-management, material, and emotions. Further study has discovered that the resulting self-management model is feasible to use. It is shown by expert validation of 87% and practitioner validation of 83.5%. The study hopes to provide a self-management model for fostering continuous professionalism of teachers at SD Islam Muhammadiyah 28 Jakarta through the Teaching Clinic.
Keywords: self-management, teaching clinic, continuing professional development, teacher professional

Introduction

The quality of educators as learning agents in the education unit and professional teachers are expected to improve the quality of learning and the quality of education in Indonesia sustainably. President Joko Widodo's directive regarding "Acceleration of Development of Superior Human Resources 2020-2024" is "Improve the pyramid of workforce qualifications so that they become trained, skilled workers so that all of them are absorbed into industries." Therefore, teachers' roles in education are embodied in the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers. It mandates the guidance and development of the teaching profession as an actualization of the teaching profession. One of the government's programs is to organize a Continuous Professional Development (PKB) program.

The Continuing Professional Development Program is an effort to improve the professionalism of teachers so that they have competence by laws and regulations as well as the development of science, technology, and art (Direktorat Jendral Peningkatan Mutu Pendidik dan Tenaga Kependidikan, 2016). Continuing Professionalism consists of three things, namely: 1) Self Development (consisting of functional training and collective teacher activities); 2) Scientific Publications (presentations at scientific forums, scientific publications on research results or scientific ideas in the field of formal education, and publications of textbooks, enrichment books, and teacher guidelines), and 3) Innovative works (finding appropriate technology, discovering/creating works of art, making/modifying lesson/display/practicum tools, and following the development of the preparation of standards, guidelines, questions and the like) (Fajarwati et al., 2020). According to Lembaga Pengembangan dan Pemberdayaan Kepala Sekolah (2017), sustainable professional development is a process and activity designed to improve the knowledge, skills, and professional attitudes of teachers, which is carried out

in stages, stages, and continues to improve education management and quality. The role of the teacher is very high on the success of education, so the coaching and development of teacher professionalism are essential. Based on data from the Ministry of Education and Culture through the UKG Online 2012 Results, the average UKG score is 44.55. The highest value reached 91.12, and the lowest was 0". This result is not much different from the initial competency test (UKA) average of 42. The average UKG score of elementary school class teachers is 40.87. The UKG Online results show that professional coaching and development are needed to increase teacher competence. Efforts to foster competence are provided through education and training. Besides that, coaching and competency development can also be carried out through Teaching Clinics. The fact is that there are still a few teachers of SD Islam Muhammadiyah 28 Jakarta who participates in professional development activities through education and training. There are still many SD Islam Muhammadiyah 28 Jakarta teachers who do not get the opportunity to develop themselves. Competence development is not only about pedagogic and professional competence but also needs to be developed for a teacher's personality and social competence (Pollard, 2010). All teachers must feel potential development regardless of educational qualifications, subjects, and levels of education. If the potential developed is utilized as well as possible, then a competent professional teacher will be created. The problem is developing a teacher's potential to become a professional person. Teachers must have self-management to control their behaviour to become professional people. Kemendikbud (2012) explains that self-control is not involved when immediate and actual external events set the opportunity to strengthen the controlling response.

Furthermore, Susanto et al. (2019) said that the teacher is a profession requiring special skills and cannot be done by just anyone outside of education. The teacher's profession is as an educator or teacher. There are several components in sustainable professional development, according to Pirto (2011), namely: 1) Implementation of Self Development, 2) Development of Scientific Publications, and 3) Implementation of Innovative Works.

Continuing Professional Development (PKB) for SD Muhammadiyah 28 Jakarta teachers is carried out through the Teaching Clinic. Further explained by (Sujendra Diputra & Ketut Desia Tristiantari, 2016), a teaching clinic is a centre or unit that functions to improve and or improve the performance of professionals in the field of education. The purpose of this Continuous Professional Development (PKB) activity was developed based on the teacher performance profile as a manifestation of the results of the Teacher Performance Assessment supported by the self-evaluation results. Teachers whose performance appraisal results are still below the competency standard or who are low performers are required to follow the PKB program oriented to achieving these standards (Nicholls et al., 2017). Meanwhile, for teachers who have completed competency standards, PKB activities are directed at professional development to meet future demands in carrying out their duties and obligations in line with the school's need to provide quality learning services to students (Martins et al., 2022).

The Continuing Professional Development Program (PKB) aims to minimize the gap between their current knowledge, skills, social competence, and personality with future demands related to their profession (Kumins et al., 2021). Teaching Clinic was built on the foundation of partnerships between various institutions, and the strategy used is collaborative work and reflection.

Methods

The research uses Research and Development method. The research results expected to be achieved in this study are profile descriptions and self-management models for teachers at SD Islam Muhamadiyah 28, Jakarta. This research underwent five stages: Analysis, Design, Development, Implementation, and Evaluation. Several experts validated data analysis processing using Aiken's formula and the success factors with an analysis interactive model approach consisting of data collection (literature study, FGD, and expert judgment), data reduction, data presentation, and conclusion. Qualitative and quantitative techniques analyzed data. Data analysis was processed using Aiken's formula with an interactive model analysis approach consisting of data collection, data reduction, data presentation, and conclusion. Aiken's formula will explain the list of success factors (CSF) that have been generated (from the synthesis process) and then validated to determine the significance (importance) of each success factor (CSF). At this stage, the questionnaire was designed and distributed to several experts to evaluate and assess the significance of each success factor through expert judgment. In other words, several experts (experts) were asked to agree on whether each success factor (CSF) in

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implementing sustainable professional development for SD Muhammadiyah 28 Jakarta teachers was in line with expert opinion until an agreement was reached. The questionnaire instrument was designed using a Likert scale from 1-5 where 1 (very bad), 2 (not good), 3 (poor), 4 (good), and 5 (very good). The steps of research and development (Creswell & David Creswell, 2018) are as follows:
1. Potential and Problems (already implemented)
2. Data collection and profile description
3. Self-management model design
4. Design validation and revision
5. Product development

The first step in developing a sustainable professional development framework (PKB) for teachers at SD Islam Muhammadiyah 28, Jakarta, is the first stage is collecting information based on the potential problems that occur at SD Islam Muhammadiyah 28, Jakarta. At this stage, data and information were collected from the field. The data and information obtained are the basis for developing a sustainable professional development model framework (PKB), starting with formulating goals, uses, and literature studies and determining research settings. The next stage is to make a model plan. Researchers carry out: (1) validation of the teacher's continuous professional development model framework (PKB), (2) revision of the teacher's continuous professional development model framework (PKB), (3) validation of the continuous professional development model framework (PKB) for teachers in the second stage, and (4) revision of the framework for the model of continuous professional development (PKB) for teachers. In the last stage, the researcher carried out: (1) completeness of the components of the teacher's continuous professional development model framework, (2) clarity of the structure of the components of the teacher's continuous professional development model framework, (3) clarity of the relationship between components of the sustainable professional development model framework (PKB) teachers, (4) the readability of the teacher's sustainable professional development model framework (PKB), (5) the feasibility of the teacher's sustainable professional development model framework (PKB), and (6) the effectiveness of the teacher's sustainable professional development model framework (PKB) if implemented.

The research subjects who became the population were all teachers totalling 15 people from SD Islam Muhamadiyah 28, Jakarta. The sample selected in the study through the purposive sample method were all teachers who teach at SD Islam Muhamadiyah 28, Jakarta.

Results and Discussion

The profile of teachers at SD Islam Muhammadiyah 28 Jakarta is shown from the self-descriptions of teachers in grades I-VI as many as 17 people including: years of service, last education, linearity of education with the subjects taught (the suitability of subjects with educational qualifications), and the involvement of teachers at SD Islam Muhammadiyah 28 Jakarta in professional organizations such as MGMP can be seen in the table below:

Table 1. Description of teacher profile at SD Islam Muhammadiyah 28, Jakarta

No	Description	Total Teacher (%)
1	Qualifications of the performance assessment results from the elementary teacher's self-evaluation:	
	a. Very good	27.3
	b. Well	72.7
	c. Enough	0
2	Years of service	
	a. > 15 years	27.3
	b. 5 – 15 years	9.1
	c. < 15 years old	63.6
3	Education Degree	
	a. S2	9.1
	b. S1	81.8
	c. D3	9.1

4	Subject suitability	
	a. Linear	80.5
	b. cognate	19.5
	c. Different clumps	9
5	Involvement in MGMP	
	a. Active	90.9
	b. Passive	9.1

Based on the results of data processing the researchers' findings about Teaching Clinic in the continuous professional development of SD Islam Muhammadiyah 28 Jakarta teachers are as follows: (1) Teaching Clinic is a forum for teacher communication aimed at improving the quality of learning; (2) there are two main activities in the Teaching Clinic, namely facilitation and implementation, in the findings the two activities have not been fully implemented; (3) facilitation activities have components of diagnosis, treatment, and a follow-up activity plan (RKTL); (4) Implementation activities have three components, namely RKTL activities, Monitoring and Evaluation, and Follow-up monitoring and evaluation results; (5) Teaching Clinic activities must comply with the following principles: aims to improve learning, open relationships or relationships between facilitators and teachers, are objective, have mutual trust and, teacher autonomy; (6) the factors that hinder the implementation of the Teaching Clinic are: lack of ability and motivation of participants, no coaching instruments such as a format for mapping needs, cost is also one of the obstacles, then the teacher's work assignments are pretty dense so that the timing is difficult. Difficulties resource persons who have the capability as facilitators are challenging to find; (7) The factors that support the implementation of the Teaching Clinic are the teacher's awareness to improve the quality of learning, the positive response, activities outside of school are activities that are considered to have its prestige by the teacher (Ghani et al., 2022).

So far, the professional development of teachers at SD Islam Muhammadiyah 28, Jakarta has been slow due to: 1) limited time for teachers to improve their quality due to free teaching which exceeds teaching hours and demands of school administration; 2) many young teachers with S1 education level, less than five years of teaching experience so that they lack education and self-motivation in increasing insight into sustainable professional development in creating innovative works; 3) the quality of learning is still low due to the lack of knowledge/expertise of the teachers at SD Islam Muhammadiyah 28; 4) lack of training and education (training) from the school management in supporting the continuous professional development of teachers in improving student competence; 5) lack of infrastructure and learning media in supporting the teaching and learning process; and 6) teachers of SD Islam Muhammadiyah 28 Jakarta, there are still many who do not have educator certification (Bedelov et al., 2021).

Therefore, this can be handled by adding a self-development clinic to the teaching clinic through teacher self-management (Suparlan, 2006). Teacher self-management shows that a teacher needs to organize and manage oneself, emotions, time, materials, and the classroom (Nash et al., 2021). It will be seen in the figure of the appearance of a teacher in front of the class. Teacher self-development will make the main priority to improve the quality of a professional teacher (Barley & Diamon, 2010). The self-development clinic in the Teaching Clinic will play a role in helping teachers manage themselves to become professional figures (Wahjusaputri, 2016). The next step after the product is composed to validate or test the validity of the product design. This test was conducted to see the feasibility of the product design and the guidelines produced in this study. Improvements were made after the results were obtained from the selected experts (Suprapto et al., 2022). Revisions were consulted until the feasibility of the model and guidelines were created. The results of expert validation can be seen in the following table:

Table 2. Expert validation test results and improvements to the model

No	Rated aspect	Result (%)
1	Ability to master physical, moral, social, cultural, emotional, and intellectual student characteristics.	90.9
2	The ability to facilitate the development of students' potential to actualize their various potentials.	90.9
3	Ability to manage time in professional duties	81.8

4	Organizing educational learning	63.6
5	Ability to liven up the classroom atmosphere.	72.7
6	Ability to use information and communication technology for learning purposes	54.5
7	Ability to take reflective action to improve the quality of learning.	81.8
8	Ability to control oneself in various situations and conditions	63.6
9	Demonstrate a high work ethic	63.6
10	Demonstrate high responsibility for their field of work.	54.5
11	Shows pride in being a teacher	54.5
12	Have high self-confidence	63.6
13	Authority as a personal teacher.	63.6
14	Present yourself as a steady person, and convince the public	54.5
15	Present themselves as stable and easily control emotions.	72.7
16	Present themselves as mature person, wise, and authoritative.	63.6
17	Present yourself as an honest person	54.5
18	Presenting yourself as a person of noble character	63.6
19	Presenting yourself as a person who is a role model for students and society	72.7
20	Act by the norms of his religion	54.5
21	Act by applicable legal standards in Indonesia	72.7
22	Act by Indonesian social and cultural norms.	90.9
23	Communicate effectively and politely with students.	54.5
24	Communicate empathically and politely with students	63.6
25	Be inclusive, which is not based on considerations of gender, religion, race, physical condition, family background, and socioeconomic status	90.9
26	Act objectively and not discriminate against others because of considerations of gender, religion, race, physical condition, family background, and socioeconomic status	72.7
27	Communicate effectively, empathically, and politely with fellow teachers and education staff.	81.8
28	Communicate effectively, empathically, and politely with parents and the community	72.7
29	Communicate effectively, empathically, and politely with professional groups	63.6

The results of the Validation Test, based on table 2 above, show that: 1) the success of students or based on student learning outcomes must be an integral part of the teacher's daily tasks; 2) every teacher has the right to have the opportunity to develop themselves which needs to be implemented regularly, systematically, and sustainably; 3) schools are required to provide opportunities for every teacher to participate in sustainable professional development programs; and 4) materials for PKB activities must focus on student learning, rich in academic materials, learning processes, the latest educational research, and technology and art, as well as using student work and data to improve the quality of learning (Swart & Hertzog, 2022).

Continuous professional development does not occur on an ad-hoc basis. Still, it is carried out through an approach that begins with planning to achieve professional competency standards (especially for teachers who have not attained competency standards in line with the results of performance assessments, or other words, low performers), maintain/maintain and develop knowledge, skills, and acquisition of new knowledge and skills (Magowan & Stewart, 2021). Continuous Professional Development in the context of developing knowledge and skills is the responsibility of individual teachers following the learning community, so it is significant for teachers at the very front end of education (Clerkin et al., 2022). Therefore, for sustainable professional development to: 1) support individual needs and improve professional practices, Continuing Professional Development activities

must ensure the depth of knowledge related to teaching materials being taught (Nicholls et al., 2017); 2) provide a solid foundation of learning methodology (pedagogics) for specific subjects (Wilson & Hobbs, 2022); 3). provide more general knowledge about the learning process and school as an institution in addition to knowledge related to teaching materials taught and learning methodologies (pedagogics) for certain subjects (Mccartney & Boschmans, 2020); 4) root in and reflect the best available research in the field of education; 5) contribute to the measurement of the increase in the success of students in their learning (Msosa et al., 2022); 6) make teachers intellectually connected to existing ideas and resources (Loureiro et al., 2017); 7) provide sufficient time, support and resources for teachers to be able to master the content of learning materials and pedagogy and integrate them into daily learning practices (Ward et al., 2022); 8) designed by representatives of those who will participate in PKB activities in collaboration with experts in their fields (Shuid et al., 2015); 9) includes various forms of activities including some activities that may not have been thought of before according to the conditions and needs at that time (Clerkin et al., 2022). Teaching Clinic as a teacher's professional development model has three primary clinics: coaching, self-development, and professional development clinics. The coaching clinic will consist of an academic and professional sub-clinic. Often teachers have problems or difficulties developing themselves, especially novice or junior teachers. (Murni, 2015). Their main problem is their low self-control when learning in class. These difficulties can be caused by low self-control, emotional mastery, and material mastery caused by the characteristics of the subject (related to the material) so that it is difficult for the teacher to understand or difficulties in methodological, technical aspects (didactic-methods) which result in learning and teaching materials is poorly understood—students, and characteristics that do not match expectations (Cherif et al., 2009). Reflection in a professional and personal context will be seen in three cognitive, affective, and psychomotor domains. The professional context includes methodical didactic abilities, and the personal context has experience, personality, sensitivity, awareness, and responsibility (Santosa, 2010). According to (Gunn & King, 2015), the benefits obtained from the continuous professional development of teachers at SD Islam Muhammadiyah 28 Jakarta include: 1) Teachers are more able to develop models and learning materials for students; 2) The teacher has a visionary thinking in the learning of students; 3) Teachers can solve problems both in teaching materials and characteristics of students, both attitudes and cognitive, affective and psychomotor abilities; and 4) Teachers can build abilities through collegial learning, in the sense that teachers can learn from each other about what they feel is still lacking, both about knowledge and skills in teaching students.

The teaching Clinic was built as a model for improving a teacher's development through reflective teaching (Murniati, 2022). Improvements made in the context of coaching and professional development. Indications of teacher problems can be seen from the results of the assessment. Assessments from other teachers/colleagues, principals' assessments, and student assessments are triangulated with teacher self-assessments (Quigley, 2015).

Conclusion

From this study, there are several things for the continuous professional development of teachers at SD Islam Muhammadiyah 28 Jakarta through teaching clinics are, First: The results of the description of teachers at SD Islam Muhammadiyah 28, Jakarta, can be seen from the period of work, education, linearity, and activity in professional organizations. not optimal. Tenure and linearity are dominant in the teacher's profile. The low activity of teachers in professional organizations shows that teacher participation is still lacking in MGMP activities. Second: One alternative activity that can develop the ability of teachers to manage themselves in a conducive and motivated environment is the Teaching Clinic. The product produced in this research is the development model of the Teaching Clinic model. This product is intended to improve the professional competence of teachers at SD Islam Muhammadiyah 28 Jakarta, designed as a forum for developing professional competence through a group approach by sharing among teachers and utilizing facilitators and supervisors for continuous professional performance improvement with the Personal Development Clinic model.

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