

## SUSTAINABLE PROFESSIONAL DEVELOPMENT OF COMPARATIVE STUDIES TEACHERS AT MAN IC TAPANULI SELATAN AND MAN IC PADANG PARIAMAN

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### **Abstract**

*The objectives of this research are (1) To find out the self-development of teachers in MAN IC Tapanuli Selatan and MAN IC Padang Pariaman; (2) To find out the scientific publications of teachers at MAN IC Tapanuli Selatan and MAN IC Padang Pariaman; (3) To find out the innovative work of teachers at MAN IC Tapanuli Selatan and MAN IC Padang Pariaman. (4) To find out the problems faced by teachers at MAN IC Tapanuli Selatan and MAN IC Padang Pariaman in participating in Sustainable Professional Development. This study uses a descriptive method, the data collection method is observation, documentation and interview, and the validity of the data in this study uses the extension of the research time, diligence of observation and triangulation by means of source triangulation. Data is analyzed by Data reduction which means summarizing, Presentation of data after data is reduced, and drawing conclusions. The results of the study show that (1) The self-development of teachers at MAN IC Tapanuli Selatan and MAN IC Padang Pariaman is carried out as functional diktat activities and Teacher Working Groups. (2) Scientific Publications of MAN IC Tapanuli Selatan and MAN IC Padang Pariaman Teachers, consisting of three activities, namely, achievements in scientific forums, scientific publications in the form of research results or scientific ideas in the field of formal education and publication of textbooks, enrichment books or teacher guidelines. Most teachers have already implemented it. (2) The Innovative Work of MAN IC Tapanuli Selatan and MAN IC Padang Pariaman Teachers has run smoothly and optimally. Innovative work carried out by teachers makes learning media in the classroom. (3) Problems that occur in MAN IC Tapanuli Selatan and MAN IC Padang Pariaman in participating in Teacher Sustainable Professional Development, which is related to learning where teachers still have minimal participation of a small number of teachers in participating in activities and in making journals by teachers.*

**Keywords:** Self-Development; Scientific Publications; Innovative Works.

### **Abstrak**

*Tujuan penelitian ini adalah (1) Untuk mengetahui pengembangan diri guru di MAN IC Tapanuli Selatan dan MAN IC Padang Pariaman; (2) Untuk mengetahui publikasi ilmiah guru di MAN IC Tapanuli Selatan dan MAN IC Padang Pariaman; (3) Untuk mengetahui karya inovasi guru di MAN IC Tapanuli Selatan dan MAN IC Padang Pariaman. (4) Untuk mengetahui permasalahan yang dihadapi guru di MAN IC Tapanuli Selatan dan MAN IC Padang Pariaman dalam mengikuti Pengembangan Keprofesian Berkelanjutan. Penelitian ini menggunakan metode deskriptif, metode pengumpulan data adalah observasi, dokumentasi dan wawancara, selanjutnya penjaminan keabsahan data dalam penelitian ini menggunakan perpanjangan waktu penelitian, ketekunan Pengamatan dan triangulasi dengan cara triangulasi sumber. Data dianalisis dengan Reduksi data yang berarti merangkum, Penyajian data setelah data direduksi, dan penarikan kesimpulan.*

*Hasil penelitian menunjukkan bahwa (1) Pengembangan diri guru di MAN IC Tapanuli Selatan dan MAN IC Padang Pariaman yang dilakukan adalah kegiatan diktat fungsional dan Kelompok Kerja Guru. (2) Publikasi Ilmiah Guru MAN IC Tapanuli Selatan dan MAN IC Padang Pariaman, terdiri dari tiga kegiatan yaitu, prestasi pada forum ilmiah, publikasi ilmiah berupa hasil penelitian atau gagasan ilmu bidang pendidikan formal dan publikasi buku teks pelajaran, buku pengayaan atau pedoman guru. Sebagian besar guru sudah melaksanakannya. (2) Karya Inovatif Guru MAN IC Tapanuli Selatan dan MAN IC Padang Pariaman sudah berjalan dengan lancar dan optimal. Karya inovatif yang dilakukan oleh guru-guru membuat media pembelajaran dalam kelas. (3) Permasalahan yang terjadi di MAN IC Tapanuli Selatan dan MAN IC Padang Pariaman dalam mengikuti Pengembangan Keprofesian Berkelanjutan Guru, yang berkaitan pada pembelajaran yang mana guru masih minimnya partisipasi sebagian kecil guru dalam mengikuti kegiatan maupun dalam pembuatan jurnal oleh guru.*

**Kata kunci:** *Pengembangan Diri; Publikasi Ilmiah; Karya Inovatif.*

## INTRODUCTION

Both institutions, teacher groups, and individual teachers influence the development of teacher professionalization. In the world of education, the main role of teachers is to help the community. Thus, it is clear that professionalization in the field of teacher training means improving the ability and efforts to achieve the services that will be provided to the community optimally. It is very important for the professionalization of teachers (educators) to improve the quality of education today. Current advances in information technology cannot replace the role of teachers, so teachers must learn to use them to improve the teaching and learning process in all schools to prepare great human resources and global competence.

According to Coetzer, Continuous Professional Development for teachers is based on every activity that aims to improve teachers' knowledge and skills through instruction, training, and support. According to Coetzer, the Sustainable Professional Development of learning teachers is carried out through self-development, scientific publications, and innovation works. It is hoped that the Continuous Professional Development program of teachers will improve teachers' basic competencies and support the development of their own competencies. Policy, moral, infrastructure, and funding support are needed for the sustainable professional development of teachers (Yayah Rahyasih, 2020). Implementation in Continuous Professional Development of teachers is down to activities, actions, actions or the existence of a system mechanism. Implementation is not just a teaching and learning activity, but an activity that is planned and to achieve the

goals of the learning objectives (Widyaiswara Muda, 2017). Implementation is not just a teaching and learning activity; it is an activity that is planned and carried out to achieve the learning objectives. Increasing knowledge, promotion, and the ability to improve the teaching profession are necessary for the development of this sustainable profession.

The professionalism of a teacher is developed based on the group of teachers, the needs of the institution/institution, and the teacher himself. Serving the community is one of the duties of teachers in the world of education. Therefore, it can be explained that professionalism in teacher training means increasing the efforts of a teacher to provide the best service to the community. To improve the quality of education today, it is important to consider the professionalization of teachers. This objective condition is closely related to the development of science and technology and global competition for education graduates.

The current advances in information technology cannot replace the role of teachers. Therefore, teachers must prepare themselves for this technological and information advancement if they want to improve the learning process in an educational unit and educate, foster, and prepare intelligent and competent human resources (Human Resources) in the global world.

The goal of Continuous Professional Development (CPD) is to help teachers gain better skills and knowledge by providing support, training, and orientation. Furthermore, there are three components involved in Sustainable Professional Development, namely self-development, innovative works, and scientific publications. The Teacher's Sustainable Professional Development Program aims to improve and support the development of teachers' basic competencies. To achieve this goal, moral, financial, infrastructural, and policy support is essential.

Continuous Professional Development (CPD) should only be carried out by teachers who have an educator certificate. The implementation of must focus on actions, actions, and activities or the existence of a system mechanism. In addition, CPD must be carried out systematically and aims to achieve learning

goals, not just learning activities. Being able to improve the teacher's profession, increase their knowledge, and improve their rank is very important for this CPD.

MAN IC Tapanuli Selatan and MAN IC Padang Pariaman are the schools that are most in demand by prospective students. Most students enter public colleges. One of the advantages of this school is the high quality teachers of MAN IC Tapanuli Selatan and MAN IC Padang Pariaman. As a result of interviews with teachers at MAN IC Tapanuli Selatan and MAN IC Padang Pariaman, we found that a large number of teachers are already at the second level of strata. Teachers often participate in in-house training, the Subject Teacher Deliberation (STD) program, and training. In addition, teachers often publish scientific papers in various media. In addition, teachers make learning media according to the subjects they teach.

Some of the studies that have been carried out previously are studies conducted by Nurkolis, which show that Sustainable Professional Development has been successful. There are three indicators found: regulations governing the implementation of Sustainable Professional Development, and details of, programs and activities, as well as supervision of Sustainable Professional Development regulations along with programs and activities (Nurkolis, 2017). Furthermore, research by Uswatun Hasanah, shows that functional training and joint teacher activities are important components of sustainable professional development. The reason teachers participate in Continuous Professional Development is to improve their professionalism. The supporting and inhibiting factors of SPD come from organizations, institutions, and themselves (Uswatun Hasanah, 2018). Research by Yayah Yahrasah, shows that the sustainable professional development of teachers through scientific publications needs to be improved and paid attention to both teachers and institutions, especially research-based scientific publications (YayaaYahrasah, 2020). This research is different from previous research because this study does not discuss aspects of teachers' sustainable professional development, such as self-development activities, scientific publications, and innovative works of teachers.

The objectives of this research are (1) To find out the self-development of teachers in MAN IC Tapanuli Selatan and MAN IC Padang Pariaman; (2) To find out the scientific publications of teachers at MAN IC Tapanuli Selatan and MAN IC Padang Pariaman; (3) To find out the innovative work of teachers at MAN IC Tapanuli Selatan and MAN IC Padang Pariaman. (4) To find out the problems faced by teachers at MAN IC Tapanuli Selatan and MAN IC Padang Pariaman in participating in Sustainable Professional Development.

## **RESEARCH METHODOLOGY**

This research was carried out at MAN IC Tapanuli Selatan and MAN IC Padang Pariaman. This research uses a descriptive method to investigate the status of human groups, objects, sets of conditions, thought systems, and classes of current events. Because the researcher describes professional teachers at MAN IC Tapanuli Selatan and MAN IC Padang Pariaman. Every teacher at MAN IC Tapanuli Selatan and MAN IC Padang Pariaman is the subject of this research. The main informants in this study are teachers at MAN IC Tapanuli Selatan and MAN IC Padang Pariaman, The supporting informants for this study are the vice principals of MAN IC Tapanuli Selatan and MAN IC Padang Pariaman.

The methods used by the researcher to collect data are observation, documentation and interviews, in addition to guaranteeing the validity of the data in this study using the extension of the research time, diligence of observation and triangulation by means of source triangulation. The data management and analysis techniques used as well as qualitatively collected data are presented in a form that starts through the following steps: 1). Data reduction means summarizing, choosing the main things, focusing on the things that are important, which are sought on themes and patterns in removing unnecessary points. 2). The presentation of data after the data is reduced, then the data in qualitative research is with observations, interviews and texts, which are narrative by presenting data, then it will be easy to understand. 3). Drawing conclusions where the conclusion is temporary that will change if strong evidence is not found (Sugiyono, 2013).

## RESULTS AND DISCUSSION

The results of data analysis in this study are based on interviews, observations and documentation. The data description below is the result of interview answers related to observation and documentation in the field. After interpreting the data by describing the data of the findings that are the appropriate results, then it is linked to literature reviews and other relevant research results with the appropriate formula. The results of the data analysis in question are :

### *Teacher Self-Development at MAN IC Tapanuli Selatan and MAN IC Padang Pariaman*

Sustainable Professional Development (SPD) is the development of teacher competencies that is carried out in accordance with needs, gradually and continuously, to improve teacher professionalism. Thus, teachers can maintain, improve and expand their knowledge and skills to carry out the learning process professionally. Quality learning is expected to be able to improve students' knowledge, skills and attitudes.

One type of Sustainable Professional Development (SPD) is self-development. The self-development in question such as promotion/class and self-development can also be used for promotion or class if a person participates in functional training and collective activities of teachers. Based on government regulation no. 101 of 2000 concerning Training and Positions of Civil Servants article 8 (paragraph 1), it is stated that in-service training is carried out to develop the knowledge, skills, and attitudes of civil servants in order to carry out government duties and build as well as possible. In the same article, paragraph 2 states that in-office training consists of leadership training, functional training, and technical training. Furthermore, article 11 paragraph 1 states that functional training is carried out to achieve competency requirements in accordance with the type and level of each functional position (Imron Rosidi, Zainal Arief, 2020).

The self-development of teachers at MAN IC Tapanuli Selatan and MAN IC Padang Pariaman is the same, namely it is a Teacher Working Group (KKG)

activity and a Seminar. In addition, other activities are in the form of mental development recitation activities and Teacher Performance Assessment (PKG).

### ***Teachers' scientific publications at MAN IC Tapanuli Selatan and MAN IC Padang Pariaman***

Teachers' Scientific Publications at MAN IC Tapanuli Selatan and MAN IC Padang Pariaman have similarities in their application, while the scientific publications that have been carried out consist of three activities, namely, achievements in scientific forums, scientific publications in the form of research results or scientific ideas in the field of formal education and the publication of textbooks, enrichment books or teacher guidelines. However, at MAN IC Tapanuli Selatan, scientific publication activities in the form of articles, as well as research journals have not been carried out. Of the three, only some of the teachers who carry it out are due to lack of insight and knowledge, limitations of Communication Information Technology (CIT), and their respective interests and busyness.

Activities carried out by teachers, where from the explanation above there are still limitations of teachers in following this scientific publication activity, which is one of the Sustainable Professional Development (SPD) activities.

### ***Innovative Works of Teachers at MAN IC Tapanuli Selatan and MAN IC Padang Pariaman***

Innovative Work of Teachers at MAN IC Tapanuli Selatan that sustainable professional development in the field of innovative work has not run smoothly and also cannot be said to be optimal. The innovative work carried out by teachers is only limited to making simple learning media in the classroom. In this activity, one teacher makes appropriate technology, while two other teachers make simple learning media that is used in the learning process.

Meanwhile, at MAN IC Padang Pariaman, the innovative work of teachers is better than MAN IC Tapanuli Selatan, namely in the Discovery of Appropriate



Technology section, besides that it is the same, namely simple learning media in the learning process.

### ***Problems that arise in participating in Sustainable Professional Development (SPD)***

The problems faced by teachers are three problems that researchers have encountered about this problem, namely the lack of insight and knowledge of teachers towards Sustainable Professional Development (SPD), lack of understanding of teachers in using information communication technology, and lack of teachers' ideas in making journals.

Some teachers have not been able to divide their time to participate in the Sustainable Professional Development (SPD), due to the many tasks that must be done both at school and at home. From here, a female teacher who already has a household is not optimal in implementing Sustainable Professional Development (SPD).

The teachers said that there were no obstacles from Permenpan No. 16 of 2009, but a small number of teachers said that the quota of trainees needed to be increased.

In addition, teachers can also do it by optimizing the development activities in the activities of the Teacher Working Group (KKG) and not too dependent on existing regulations in carrying out Sustainable Professional Development (SPD). Teachers can also overcome problems with many discussions and seek experiences from teachers who have a lot of experience in Sustainable Professional Development (SPD). Teachers must expand and multiply relationships. Teachers can also take advantage of technology, so that it is easy to get information from other educational institutions.

Teachers must be able to become independent teachers, utilize the internet, read a lot of books and find other ways in SPD. In addition to development efforts outside the school, teachers must continue to strive to improve their professionalism in Continuous Professional Development (SPD) through improving writing skills and pouring ideas into written works and creating



learning media. Because for teachers, knowledge can be obtained from anywhere depending on the extent to which teachers try.

## CONCLUSION

The conclusion of this study highlights several important aspects of teacher professional development at MAN IC Tapanuli Selatan and MAN IC Padang Pariaman. The self-development of teachers is implemented through functional diktat activities and Teacher Working Groups (TWG). In addition, mental development activities such as religious recitations and Teacher Performance Assessment (TPA) also play a significant role in strengthening the capacity and professionalism of teachers in both institutions.

Furthermore, scientific publications by teachers in these two madrasahs consist of three forms of activities: participation and achievements in scientific forums, publications in the form of research results or scientific ideas related to formal education, and the publication of textbooks, enrichment books, or teacher guidelines. Most teachers have engaged in these activities, although some still face challenges in carrying them out optimally due to limited interest and their busy schedules.

In terms of innovative work, teachers at MAN IC Tapanuli Selatan and MAN IC Padang Pariaman have demonstrated sustainable professional development through the creation of learning media. These innovations have been integrated into the classroom learning process, making teaching more effective and interactive. The implementation of innovative works indicates that teachers have been able to contribute meaningfully to the improvement of the learning environment.

However, several challenges remain in the implementation of Sustainable Professional Development. These challenges are mainly related to teachers' participation in activities and their involvement in writing journals. A small number of teachers still show limited participation, which affects the overall

effectiveness of professional development programs. Therefore, continuous encouragement and institutional support are necessary to increase teacher involvement and ensure that SPD objectives are fully achieved.

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