

# Evaluation of the Results of Teacher Professional Development: Hope Among Programmed Nonsense

Maximus Tamur<sup>1</sup>

{maximustamur@unikastpaulus.ac.id}

<sup>1</sup>Program Pendidikan Profesi Guru Universitas Katolik Indonesia Santu paulus Ruteng, Jl Jend A. Yani No 10 Ruteng, Indonesia

**Abstract.** Continuing education and professional development ensure that in-service teachers remain competent in the ever-evolving education landscape. Although current literature has highlighted the challenges and opportunities for teacher professional development in Eastern Indonesia, studies that specifically evaluate teacher professional development are still few. In this regard, this survey study was conducted to review the results of teacher professional development so that the teacher professional education program provided can be effective, relevant, and have a positive impact on the quality of learning. This study involved 195 teachers from two provinces, namely NTT and NTB, spread across seven districts, namely West Manggarai, Manggarai, East Manggarai, Sumba, Southwest Sumba, Alor, and Bima. The research instrument was a Google form questionnaire link distributed using a WhatsApp group. The results of this study indicate that there are various challenges and opportunities faced by in-service teachers. Teachers face time constraints due to their busy schedules, which hinder their ability to fully engage in training & professional development activities. Limited access to the latest teaching materials, technology, and professional development resources also pose challenges for in-service teachers to strive to provide the best service. The rapid evolution of educational paradigms, curriculum changes & pedagogical shifts can be challenging for in-service teachers to keep up with, requiring ongoing professional development & adaptability. These results highlight the importance of conducting comprehensive and systematic evaluations for the future professional development of teachers. The evaluations conducted can identify needs and gaps, as well as continuous improvement.

**Keywords:** Challenges and Opportunities, Evaluation, Teacher Professional Education, In-Service.

## 1 Introduction

Teacher professional development is a dominant factor that determines the improvement of teaching quality [1]. Related to that, [2] suggests increasing ICT activities using constructivist learning theory in teacher professional development. Furthermore, extensive professional development for teachers, including strategies, content, and technology, must be carried out to achieve the final learning objectives [3]–[6]. In addition, teachers' motivation to participate in professional development must be improved through continuous education such as professional education for teachers in the category of in-office teachers. In addition, teacher

motivation to participate in professional development must be increased through continuing education such as in-service teacher professional education.

However, the challenges professional teachers face today are quite complex and diverse, covering aspects related to the quality of education, policy support, socio-economic conditions, and technological developments [7], [8]. In the context of professional teachers in Indonesia, studies from the World Bank and UNESCO often highlight that the quality of education in Indonesia is still below international standards. A dense curriculum causes this problem, as well as ineffective teaching methods and low student motivation [9]. Another challenge is related to teacher competence, as many teachers in Indonesia still do not have adequate pedagogical and professional competence, which can affect the quality of teaching [9]. In addition, although the government has implemented a certification program to improve the quality and professionalism of teachers, many teachers still feel that the training is irrelevant to the classroom teaching challenges [10].

Other technical challenges relate to teacher skills in accessing and mastering digital technology [11], [12]. The problem of facilities and infrastructure was even highlighted in the 2019 report from the World Bank regarding the lack of infrastructure availability, especially in the Kalimantan and Nusa Tenggara regions [13]. In addition to learning, teachers have faced stress and fatigue in education for decades due to low salaries, long working hours, heavy workloads, and lack of resources [14].

Evaluation of professional teacher development is critical because it directly impacts the quality of education and student learning outcomes [15], [16]. In this regard, this study was conducted to explore the difficulties and problems of teachers, especially those who have completed professional teacher education or are currently serving as active teachers. The identified difficulties and challenges can be used as a baseline and basis for developing strategic plans and profiles of professional teacher education graduates. These objectives are achieved by answering the following questions: 1) what are the problems of teachers in planning learning? 2) What are the tendencies of teachers in choosing learning models?

## **2 Method**

This study uses a survey method and a questionnaire distributed via Google Forms to collect data. The questionnaire is compiled using closed and open questions. Closed questions use predetermined answer choices, namely multiple choice, checkbox, or Likert scale, while open questions give teachers the freedom to answer in their own words. The questionnaire, compiled and published as a Google Forms link, was then distributed via WhatsApp groups and emails from teachers.

This study involved 195 teachers from two provinces, namely NTT and NTB, spread across seven districts: West Manggarai, Manggarai, East Manggarai, Sumba, Southwest Sumba, Alor, and Bima. The research instrument is a Google form questionnaire link distributed using a WhatsApp group. Data is collected via Google Forms, which is connected to email. Table 1 presents data on teachers who are respondents in this study.

**Table 1.** Teacher data alumni of Teacher Professional Education.

Levels covered	Number of respondents	Percentage
Elementary school	81	41,5%
Junior High School	55	28,2%
Senior High School	36	18,5%
Vocational School	21	10,8%
Extraordinary school	2	1%

The incoming data is stored in Google Sheets. Furthermore, the data is analyzed qualitatively and presented as a percentage chart. The data presentation uses simple data visualization for multiple-choice or checkbox answers in the form of graphs. Before distributing the questionnaire widely, a small-scale trial was conducted on five prospective FKIP Unika Santu Paulus Ruteng teacher students. The trial results ensured the questions were easy to understand and the form functioned well.

### 3 Results and Discussion

Regarding the first problem of this survey research, the following presents the findings and discussions based on two main components: teachers' issues in planning learning and obstacles in implementing learning recommended by the curriculum.

#### 3.1 Problems of teachers in the classroom

Despite having attended teacher professional education, the teachers stated that they still experienced problems in the learning process. The first problem is related to translating the curriculum into learning planning. The detailed survey results associated with the first question are described in Table 2 below.

**Table 2.** Teachers' Difficulties in Learning Planning.

Learning planning	Percentage
Determining learning objectives	16,4%
Determining learning indicators	10,3%
Choosing a learning model	30,3%
Choosing learning media	14,4%
Determining learning activities	9,2%
Determining aspects of learning evaluation	19,5%
Creating learning media	49,2%
Making learning evaluations	40,5%
Compiling a diag test	21%

Based on Table 2, eight difficulties were identified for teachers in learning planning. In describing the independent curriculum that has been in effect since 2020, teachers face various challenges even though the items are substantial material when following the education process. These difficulties are seen in determining learning objectives, learning indicators, media selection, media development, evaluations, and compiling diagnostic tests as an initial step in implementing differentiated learning.

From the analysis results, the dominant difficulties are related to media development and making learning evaluations. Of the 195 teachers who responded to this survey, 96 people, or 49.2% of them, stated they had difficulties developing learning media. This result is in line with the current literature that underlines teachers' challenges in developing media. The research results from [17] identified the problems teachers face in creating media: the lack of technical skills in using digital devices and low knowledge of strategies for organizing learning materials that will be applied to digital learning resources. These results also align with research conducted by [18], [19] which found that teachers still have difficulty using technology that can improve their learning performance and professionalism.

Although teachers have not maximized their efforts in developing media independently, the analysis results show their efforts in using existing media prepared by educational institutions. This also aligns with research conducted by [20] that indicates that teachers can adapt to digital media and offer insights on supporting and improving their efforts. However, it does not mean that teachers are resigned to existing conditions; they continue to strive to carry out professional development related to the development of learning media according to future learning needs and challenges.

### 3.2 Obstacles in the learning process

The curriculum suggests using learning models that condition students to be active, discuss, work together, present, and carry out collaborative projects [21], [22]. In line with this, the guidelines for implementing teacher professional education include several suggested learning models in the curriculum: problem-based learning (PBL), Project-Based Learning (PjBL), and guided discovery learning models. The survey results related to the second question that leads to these components are described in Table 3 below.

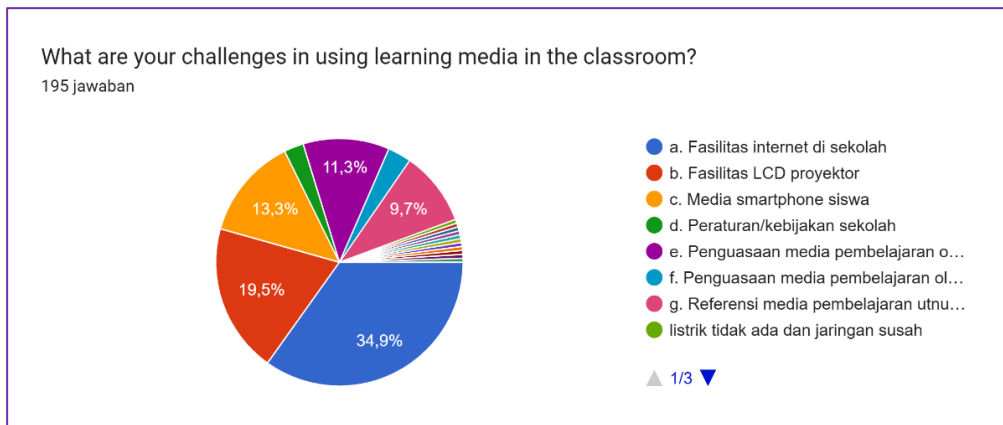
**Table 3.** Implementation of professional teacher learning.

Learning model	Percentage
PBL	81,5%
PjBL	19%
Discovery learning	28,7%
Other models	5%

Based on Table 2, teachers have implemented learning by the curriculum recommendations when they completed their professional teacher education. The most dominant learning model applied is PBL, which 81% of 159 teachers have implemented in learning after completing their professional education. Although they have followed the professional program, teachers continue to apply the recommended learning model, such as cooperative learning, which is 5%.

In general, the impact of professional education is on improving services and the quality of learning and helping to improve teacher professionalism by emphasizing work ethics, moral responsibility, and discipline in carrying out tasks. Professional teachers can better adapt to various situations and challenges in the educational environment [23]. Professional teachers produced from teacher education can also support the achievement of students' academic abilities. Current literature supports a positive relationship between professional teachers' and student's academic skills and leadership support [24].

However, teachers face obstacles in implementing learning supported by media use. Figure 1 presents a diagram of teachers' challenges in the learning process.



**Fig. 1.** Teacher Challenges in the Learning Process.

Based on Figure 1, the dominant obstacles faced by teachers in the learning process are the provision of internet facilities at school (34.9%), provision of supporting infrastructure such as projectors (19.5%), supporting infrastructure for digital learning such as student smartphone media (13.3%), mastery of learning media (11.3%), and others such as electricity networks (10%). The quality learning process, as expected, is faced with other technical challenges related to teacher skills in accessing and mastering digital technology [11], [12]. Until now, the problem of facilities and infrastructure has been highlighted, namely the lack of availability [13]. However, teachers do not face stress caused by low salaries, as reported by [14]. This may be due to the consequences of the professional allowances received by teachers after obtaining a teacher certificate.

## 4 Conclusion

This research answers two main problems faced by professional teachers or those who have taken professional education, namely, learning planning and the learning process. From the results of the analysis, it was found that teachers still have difficulty in translating the curriculum into learning planning. In the learning process, teachers have implemented models according to curriculum suggestions, but support for learning infrastructure is still not optimal.

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