

Teachers' Continuous Professional Development Special Education (Multi-Case Study at SLBN 1 Amuntai and SLBN Kandangan)



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ABSTRACT: This study aims to describe the model of continuous professional development of special education teachers, strategies for implementing the model of continuous professional development programs and the implications of professional development of special education teachers on the quality of learning. The approach used in this study is a qualitative approach with a multi-case study design and data collection techniques through interviews, observation and documentation. The samples in this study used purposive sampling and then continued snowball sampling. The collected data will be examined and data condensation, data presentation, and conclusion drawing and verification will be carried out. Checking the validity of data is carried out using observational diligence and triangulation. Once checked, the collected data is analyzed with single-case analysis and cross-site analysis. The results obtained from this study show the professional development of special education teachers in SLBN 1 Amuntai and SLBN Kandangan through 3 main programs, namely certification programs, supervision programs and PKB. While the professional development strategy model implemented consists of planning, implementing and evaluating the strategies carried out at SLBN 1 Amuntai, namely increasing literacy activities, seminars/workshops/training, cultivating religious behaviour, comparative studies, and generating work motivation. Meanwhile, at SLBN Kandangan through study assignments/study permits, seminars/workshops/training, religious enthusiasm, comparative studies, consulting services, and generating work motivation through rewarding. The implications of the professional development of special education teachers are very influential on the quality of learning quality. Based on the findings, it is recommended that principals and teachers pay more attention to the importance of developing professionalism, and further researchers are expected to conduct research and More in-depth, critical and objective studies in analyzing problems related to teacher professionalism.

KEYWORDS: Development, Continuing Professionalism, Special Education.

I. INTRODUCTION

Quality human resources can only be obtained through education. Education is a very important and thorough concept in human life throughout the ages, because with education people become advanced. Education according to Hery Noer Aly (2003: 2) is a tool to advance civilization, develop society, and make generations able to do much for their interests. In line with the importance of education. Teachers have the greatest impact on the development of high-quality educational procedures and outcomes (Firdaus, Aslamiah, S., 2022). Syaiful Sagala (2013) mentioned that teachers are one of the important factors in achieving educational success, the development of globalization requires teachers to carry out their work professionally. Teacher professionalism certainly cannot be separated from efforts to improve the quality of teachers concerned, both academically and pedagogically (Suriansyah, et al., 2015). The improvement of guru professionalism according to Iskandar Agung (2014) cannot be separated from the assumption that human knowledge, including teachers, will experience stagnation if it is never 'up grade' or updated. So that the improvement effort becomes a necessity that cannot be refused. Professionalism is not a 'finished item' or ready-to-wear. Professionalism is formed through a continuous process. Similarly, teachers also need to constantly change themselves because educational experience is not a routine experience. The teacher is a doer in pedagogical action, because pedagogical in life is constantly changing, the professionalism of the teacher will constantly change. The main agenda that needs to be programmed to improve the quality of education is changes to the learning process in the classroom. This change is difficult to realize without improving teacher professionalism, because teachers play the most dominant role in the educational process. Therefore, teachers need to develop their professional abilities in order to make a significant contribution and contribution to the implementation of education. In this case, including the implementation of special education which is one part of education which is also very important for its existence as a long-term investment in the development of quality human resources, it must be prepared as well as possible. Special education, hereinafter referred to as extraordinary schools according to Suparno (Hastuti, 2017: 97) is part of an educational institution that is able to accommodate and organize education specifically for children who have special needs as well. Meanwhile, Frieda Mangunsong (Himba, 2020: 17) said that special education or extraordinary education is an integrated part of the national education

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system which is specifically held for students with physical and/or behavioral disorders. Based on the description above, researchers are interested in conducting research on the sustainable professional development of special education teachers by choosing research locations, namely in SLB Negeri 1 Amuntai and SLB Negeri Kandangan. The reason for choosing this school is because it has many good achievements at the national level. This achievement is inseparable from and greatly influenced by the ability and professionalism of teachers.

II. METHODOLOGY

This research uses a qualitative approach with a multi-case study design in SLB Negeri 1 Amuntai and SLB Negeri Kandangan. Data collection techniques through interviews, observation and documentation. The samples in this study were schools, teachers, and staff to the education then continued snowball sampling. Checking the validity of data is carried out using observational diligence and triangulation. The focus of this research is (1) Model of continuous professional development of special education teachers, (2) Strategies for the application of the model of sustainable professional development program for special education teachers, and (3) Implication of professional development of special education teachers to quality. The instruments in this study contain a model of continuous professional development implemented by special education teachers, strategies for implementing a sustainable professional development program model in the form of planning, implementing and evaluating programs and the implications of professional development of special education teachers on the quality of learning. Data analysis used interactive analysis of Huberman and Miles models (2014) consisting of data collection, data display, data condensation and verification or conclusion.

III. RESULT

Based on the results of data analysis, this study found

Focus 1

Model of continuous professional development of special education teachers. There are 3 continuous professional development programs in SLB Negeri 1 Amuntai and SLB Negeri Kandangan, namely through certification programs, supervision programs and continuous professional PR programs.

Focus 2

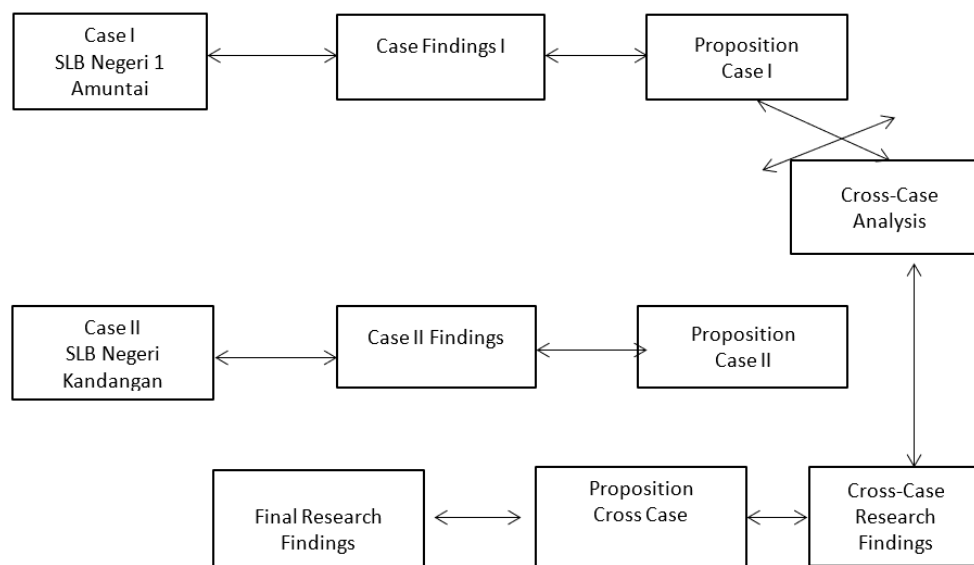
Strategies for implementing the model of continuing professional development programs of special education teachers. The professional development strategy implemented consists of planning, implementation with the strategic model implemented at SLB Negeri 1 Amuntai, namely increasing literacy activities, seminars / workshops / training, cultivating religious behavior, comparative studies, and generating work motivation. Meanwhile, at SLB Negeri Kandangan through study assignments/study permits, seminars/workshops/training, religious enthusiasm, comparative studies, consulting services, and generating work motivation through rewarding. Next is the evaluation used to measure the achievement of a program and as a consideration material that is scheduled through deliberation in the form of weekly meetings.

Focus 3

Calculate the professional development of special education teachers on the quality of learning. The implications of teacher professional development can be seen from the indicators of teachers who teach in accordance with their fields of expertise. Then in the planning carried out by the school to face the new school year, the school always organizes curriculum preparation activities and preparation of learning plans with various strategies and methods according to the types and needs of students with special needs. The support of facilities and infrastructure is very adequate so that the learning process can be carried out properly.

Based on the results of the findings above, the model of continuous professional development of special education teachers in SLB Negeri 1 Amuntai and SLB Negeri Kandangan can be described as follows:

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Picture. Special Education Teacher Continuing Professional Development Model

A description of the findings on the continuing professional development of special education teachers can be seen in the following research findings:

A. Model of Continuing Professional Development of Special Education Teachers

1. Certification Program

The teacher certification program follows the in-service PPG program based on applicable rules or those outlined by the government. The school provides support in the form of fulfilling the requirements that must be completed in participating in the certification program such as granting permission to take the pretest, legalizing data such as the Appointment Decree, the Decree on the distribution of teaching duties, then when it is time for the program to be implemented the school allows teachers to take part in the certification program. The professional certification program according to Buchari Alma (Romdhoni 2021: 97) can be interpreted as a job or position that demands expertise, which is obtained through certain education and training, demands special requirements, has certain responsibilities and codes of ethics. As a profession has its own characteristics which of course characterize the profession itself.

Especially for teachers, the National Education Association according to Buchari Alma (Romdhoni 2021: 103) states the following criteria: 1) Positions involving intellectuals. 2) A position that engages in a specific body of knowledge. 3) Positions that require long professional preparation. 4) Positions that require continuous in-service training. 5) Positions that promise a living career and permanent membership. 6) The position that determines the standard standards) itself. 7) Positions that are more concerned with service than personal gain. 8) A department that has a strong and closely intertwined professional organization.

Meanwhile, according to Usman Uzer (2010: 15), a professional teacher is a person who has special abilities and expertise in the field of teaching so that he is able to carry out his duties and functions as a teacher with maximum ability. Or in other words, a professional teacher is a well-educated and well-trained person and has rich experience in his field

So teacher certification is a competency test process designed to reveal one's mastery of competence as a foundation for granting educator certificates. Teachers are required to take part in a certification program, because certification of a teacher will increase their ability and involvement in carrying out their duties as a teacher. With certification, teachers are expected to become professional educators, namely competent as learning agents as evidenced by the possession of an education certificate after being declared to have passed the competency test.

This is in line with the results of Sri Norbaeti, Ahmad Suriansyah, and Sulaiman's (2022) research entitled Effect of Principal Transformational Leadership Professional Development and Competence on the Profesionalism of State Junior High School Teachers in Balangan Regency which states that the achievement of educational goals in schools is strongly influenced by teachers' attitudes in carrying out their professional duties. Information was also obtained from research results that stated that the number of teachers participating in certification programs in SLB Negeri 1 Amuntai and SLB Negeri Kandangan continues to grow every year, this shows that teachers on both sites continue to strive to become professional educators.

2. Supervision Program

The supervision program is to develop better and quality teaching and learning situations, especially those carried out by teachers. Supervision is also interpreted as an improvement and as an improvement in teaching from the learning process carried out by the

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teacher. This right is important to do in view of the many benefits obtained if supervision is carried out. The results of this study are in accordance with expert opinion in essence, supervision is as assistance and guidance or professional guidance for teachers in carrying out instructional tasks to improve learning and teaching by conducting stimulation, coordination, and guidance continuously as part of improving the quality of learning (Anwar and Sagala, 2004:156). Furthermore, it is also reinforced by Subri's opinion (Marlina, 2016: 410) Supervision etymologically comes from the words "super" and "vision" which respectively mean upper and vision. So etymologically means vision from above. Such a sense is a figurative meaning that describes a position that sees, is higher than that seen. The term supervision is taken from the English "Supervision" which means supervision. The principal as a supervisor really understands what positive support is needed by teachers in implementing and improving their professional quality at school (Mariana, 2023: 5).

The results of research on supervision in this study are in line with the research of Jumi Puspitasari, Sulaiman, and M. Saleh (2022) which states that the high and low quality of education is influenced by the learning process carried out by teachers because teachers directly provide guidance and assistance to students to achieve educational goals. Good performance criteria for a teacher are reflected in their skills and abilities in creating and compiling learning programs, carrying out learning, carrying out evaluations, analyzing evaluation results, and making improvements and enrichment. This is closely related to the supervision, discipline, and motivation of the principal. In addition, information was also obtained that the supervision of the Principals at SLB Negeri 1 Amuntai and SLB Negeri Kandangan had been carried out properly. While the results of data analysis also show that the performance level of special education teachers of the two sites is high. However, both the implementation of the principal's supervision and the level of teacher performance still need to be improved on an ongoing basis.

3. Program PKB

Teacher development needs to be carried out in every school to ensure that they can maintain their professional quality in accordance with school needs.

According to Soewarni (Kesuma, 2017: 203) Teacher professional development is a process of activities in order to adjust the professional abilities of teachers to the demands of education and teaching. Professional development of teachers in the educational environment is directed at professional quality, performance appraisal objectively, transparently and accountably, as well as motivating to improve performance and achievement. Professional development of menurut Zainal Aqib (2013) is a teacher activity in the context of practicing science, technology and skills to improve quality, both for the teaching and learning process and the professionalism of other education staff as well as in order to produce something useful for education and culture. The various activities that include professional development activities are as follows:

- a. Conducting research in the field of education
- b. Finding appropriate technology in education
- c. Create lessons/props or tutoring tools
- d. Creating a written work
- e. Participate in curriculum development activities
- f. Papers or papers that contain scientific reviews or reviews of their own ideas in the field of education
- g. Popular scientific writings in the field of education and culture disseminated through mass media
- h. Prasaan in the form of reviews, ideas or scientific reviews submitted in scientific meetings
- i. Textbooks or modules
- j. Training lessons
- k. Textbook translation/scientific works that are beneficial to education.

Based on the explanation above, it can be concluded that teacher professional development in education is indeed very necessary to improve the quality of education. This is also in accordance with the results of research by Laila Hajidah, Ahmad Suriasyah, and Asniwati (2022) entitled The Effect of Teacher Professional Competence, Work Culture and Work Communication on the Performance of Elementary School Teachers in Paringin Selatan District that teachers must always strive to improve the quality of themselves and services, one of which is through the results of education and development. With the development of the profession, it is hoped that teachers can always bring up new innovations based on the experience that has been gained. Teacher development can be done such as attending training, seminars, workshops and others.

B. Strategy for Implementing the Model of the Continuing Professional Development Program for Special Education Teachers

1. Planning

Teacher professional development planning activities as an effort to achieve goals in order to achieve the vision and mission of the school so as to have a major impact on the process and results. In the planning aspect, it can also be said as an effort to anticipate something that will happen, because it must be the best process. So that in the planning stage nothing goes to waste, the research

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proposition shows that schools that do good planning will have an impact on good results as well. This means that the school has tried its best in planning all programs of activities to support teacher professional development in accordance with the needs of their respective schools.

At the planning stage at both sites, in general, are the stages categorized by Castetter (Nasir Usman, 2012: 110) which is based on this theory in designing planning based on a) organizational problems and development program needs as a introduction, (b) describing specific objectives and selection of specific objectives and selection of objectives based on impact, (c) determining the parties who participate, (d) plan replacements with identification and development as an important part. (e) establish leaders to achieve objectives, (f) design individual needs and group needs in various activities, (g) recruit participants, (h) prepare descriptions of time, procedures and evaluations, and (i) establish monitoring schedules.

As on site I, SLB Negeri 1 Amuntai, the principal in carrying out the planning stage through deliberation carried out through the principal's direction to the teachers based on the results of supervision. Then conduct analysis and mapping so that problems and solutions are found, and raised during school development activities. At this stage, what programs will be launched in the future as a result of joint deliberation.

On the second site, SLB Negeri Kandangan has a similar way to educational institutions in general, namely conducting an initial analysis of all aspects, especially the needs of teachers while still based on applicable rules which then make plans and deliberations together. From the discussion above, the researcher concluded that at the planning stage of teacher professional development of SLB Negeri 1 Amuntai and SLB Negeri Kandangan includes a comprehensive needs analysis at the beginning, situation and environmental analysis, formulating problems, formulating goals, evaluating standard setting in joint deliberation. This is in accordance with the research of Sapriansyah, Aslamiah, and Rustam Effendi (2022) which states that the education process must be carried out democratically and fairly and not discriminate by upholding human rights, religious values, cultural values, and national diversity;

2. Implementation

At this stage of implementation, programs that have been planned at the beginning will be realized with various activities, as well as knowing what is needed to support teacher professional development activities. All those who participate in the teacher professional development program that will be obtained so that it can be as maximum as possible in its implementation and results, refer to the research proposition of both sites that schools that carry out planning in accordance with the procedures and results of the needs analysis will have an impact on optimal results.

This is in accordance with Castetter opinion (Nasir Usman, 2012: 137) as the implementation / operation phase is to carry out development programs in accordance with plans that require the support of various parties to assess the relevance of the program selected and implemented on the occasion, and coordinate, especially in order to realize professional personnel. Bwhole n y a d ukung a n dfrom various parties is equated with a team work that must work well.

As described above, the researcher concluded on the two research sites illustrates that in every implementation of programs and activities still prioritize cooperation (team work), as can be seen from obedience to the leadership and joint deliberation. On the first site, SLB Negeri 1 Amuntai in developing teacher professionalism through various activities in accordance with the program program that has been determined by the school itself and from the education and culture office of South Kalimantan Province, while in the form of strategies implemented by SLB Negeri 1 Amuntai in developing teacher professionalism through activities including: (1) Increasing Literacy Activities, (2) Seminar/Workshop/- Training, (3) Cultivating Religious Behavior, (4) Comparative Study, (5) Generating work motivation.

While on the second site, the teacher professional development program is designed based on the fundamental needs of SLB Negeri Kandangan, this is done as an effort to maintain the existence and commitment of the school in improving teacher professionalism. Among the strategies implemented by SLB Negeri Kandangan in order to develop teacher professionalism are through (1) Study assignments/Study Permits, (2) Seminars/workshops/training, (3) Religious Spirit, (4) Comparative studies, (5) Consulting services, (6) Generating Work Motivation.

The development strategy carried out by the two sites is a form of long-term and sustainable training, this is in accordance with Penda pat Nitisemito (2019) Training is an activity that intends to be able to improve and develop the attitudes, behaviors, skills and knowledge of employees in accordance with the wishes of the institution concerned. According to Simamora (2016: 53) states that training is a systematic process of changing the behavior of workers in a direction to improve organizational goals.

From the two opinions above, it can be concluded that the process helps training to acquire skills in order to achieve effectiveness in carrying out tasks through the process of thinking, attitudes, knowledge, skills and abilities in accordance with organizational goals. Therefore, the training process must be in accordance with the environment needed by teachers to suit the needs of educational institutions or schools, thus a joint commitment is needed so that more benefits are obtained. As the results of Muhammad Rizkie, Suriansyah, and Sulistiyana's (2022) research contained in an International journal entitled The Effect of Transformational Leadership of School Principles, Quality Culture and Job Satisfaction on Teacher Performance that teachers and school staff who

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are loyal to their organizations contribute to activities and enjoy collaboration within their organizations will benefit more in helping organizations function competently.

3. Evaluation

The evaluation stage here is an identification process to measure / assess on a program or activity that is carried out in accordance with the initial planning or goals to be achieved. As the proposition in this study is that schools that evaluate in each program can make a reference to continue or change the agreed plan. Evaluation here is needed in various programs or activities, so as to increase effectiveness and productivity, be it in the scope of individuals, groups, or also the work environment.

At this stage, broadly speaking, activities are categorized into the evaluation phase by Castetter (Nasir Usman, 2012: 110) which in this phase directs evaluation activities to see administrative performance and rational methods / techniques used during the development program are implemented. Basically, to find out how the implementation of development is viewed from a path that does not deviate and is planned. Furthermore, the results of the evaluation are used as a basis for carrying out follow-up activities or for making subsequent decisions. In the evaluation of development here on these two research sites is not only intended to regulate the system but also a problem of approach. So that in its implementation, leaders are tested and encouraged to solve problems that occur in the school environment.

In the evaluation on the first site, the school will look in detail at all activities and look for problems that occur in the school environment therefore the principal makes weekly meetings a mandatory agenda for all teachers where this activity is called school evaluation and development which is held on Tuesday and Thursday. In the meeting, all kinds of evaluations of all activities that occur in the school during the week will be discussed. Then from the results of the evaluation, a solution will be found both personally by the principal and by mutual deliberation.

In the second site evaluation, namely at SLB Negeri Kandangan, the evaluation stage of teacher development through class supervision (visits) and through personal discussions.

Because with class visits and direct and private conversations, it will be a motivation and encouragement for teachers to improve teacher professionalism. The evaluation is carried out in stages. In the evaluation stage, the implementer will know the level of achievement of the program carried out, so that if the goal has not been achieved, the principal as the leader will know the location of the shortcomings and their causes. The next stage will be used to determine the decision to be taken. In this evaluation stage, indicators are clues to determine the success or failure of an activity. This shows the compatibility between the results of research conducted by Tutik Kristiani, Ahmad Suriansyah, and Metroyadi (2019) entitled Instructional leadership, progressive professional development, work motivation, and the assessment results of elementary school teacher competency stating that evaluation is a feedback for the improvement and improvement of the ability and delivery of a program. In addition, the evaluation serves as information in the form of documents that can be used by the principal to create a better work environment.

C. Implications of the Professional Development Model of Special Education Teachers on the Quality of Learning.

In the education system and process where teachers play an important role, because students cannot learn alone to achieve success without teachers. Even by using any media tools, the learning process still uses the teacher as a guide because the teacher has a psychological bond compared to any media. The interaction between teachers and students is an important component in the learning process.

This process becomes a basic condition in the teaching and learning process. Teachers who are competent and behave positively tend to have students who are high achievers and have positive skills in doing their tasks. Professional teachers are able to create a learning environment that is fun and engages students actively and tends to be more favorable in achieving learning objectives. Therefore, teacher competence contributes positively to the dynamics of achieving learning objectives and student achievement. Thus, any improvement efforts made to improve the quality of learning will not make a significant contribution without the support of teachers with good personalities and competencies.

Therefore, in SLB Negeri 1 Amuntai and SLB Negeri Kandangan, a teacher who has high qualifications, competence and dedication is needed in carrying out their duties and has a good personality. From the presentation and cross-case analysis, it can be seen that the teaching and learning process in teacher professional development activities is very influential on the quality of learning at SLB Negeri 1 Amuntai and SLB Negeri Kandangan. The role of professionalism in the study here is intended to see how the role or contribution of the professionalism of special education teachers at SLB Negeri 1 Amuntai and SLB Negeri Kandangan on the quality of learning. Therefore, to discuss it, it must involve data on the professionalism of special education teachers as mentioned above, and also involve data on student achievement as in the explanation above. This is declared quality as evidenced by documentation data at SLB Negeri 1 Amuntai and SLB Negeri Kandangan and the results of interviews regarding the teaching and learning process in schools.

The following things affect professional development on the quality of learning at SLB Negeri 1 Amuntai and SLB Negeri Kandangan

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- a. The availability of teachers has met national education standards. The availability of teachers based on quality, namely a minimum education of S1 Special Education. In SLB Negeri 1 Amuntai and SLB Negeri Kandangan, most teachers are certified. This can affect the professional performance of teachers.
- b. Teaching and learning activities in schools are handled professionally by looking at the special needs of individual students.
- c. Teacher preparation so that the implementation of learning is smooth and enjoyable. Teachers use several varied approaches and methods including student active learning to create active and creative students.
- d. SLB Negeri 1 Amuntai and SLB Negeri Kandangan have provided adequate facilities and infrastructure and support teachers in developing teacher professionalism.
- e. In SLB Negeri 1 Amuntai and SLB Negeri Kandangan using learning evaluation, namely through formative and summative assessments in the form of daily tests and direct observation to students.
- f. Teacher professional development programs also affect the quality of learning, namely with the development activities carried out by teachers such as training, workshops, seminars, teachers get new knowledge or information about managing creative, effective and innovative learning to be applied to students in order to create an interesting and fun learning atmosphere.
- g. The achievement of students in many schools, especially academic and non-academic achievements of students shows high achievement. Academic achievement is measured by daily test scores, semester tests and final exams. Non-academic achievement is seen from IMTAQ, sports, arts and vocational skills listed in the school achievement table.

The above is in accordance with the results of Ahmad Suriansyah's research (2017) entitled Implementation of The Total Quality Management Model to Support Quality of Work Cultures at Primary School Teacher Education Programs in Lambung Mangkurat University Indonesia that To get qualified teachers, it is necessary to provide a teacher education system that allows teachers to develop their abilities and competencies to convey science and technology.

IV. CONCLUSION

The results of this study concluded that : (1) Professional development of teachers in SLB Negeri 1 Amuntai and SLB Negeri Kandangan there are 3 programs that have been implemented, namely Certification, Supervision and Continuous Professional Program. (2) Strategies for implementing the model of continuing professional development programs of special education teachers. The professional development strategy implemented consists of planning, implementation with a strategy model implemented at SLB Negeri 1 Amuntai, namely increasing literacy activities, seminars / workshops / training, cultivating religious behavior, comparative studies, and generating work motivation. Meanwhile, at SLB Negeri Kandangan through study assignments/study permits, seminars/workshops/training, religious enthusiasm, comparative studies, consulting services, and generating work motivation through rewarding. Next is the evaluation used to measure the achievement of a program and as a consideration material that is scheduled through deliberation in the form of weekly meetings. (3) Implications of professional development of special education teachers on the quality of learning. The implications of teacher professional development can be seen from the indicators of teachers who teach in accordance with their fields of expertise. Then in the planning carried out by the school to face the new school year, the school always organizes curriculum preparation activities and preparation of learning plans with various strategies and methods according to the types and needs of students with special needs. The support of facilities and infrastructure is very adequate so that the learning process can be carried out properly.

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