

ABSTRACT

Suwastanto. 2008. *Teachers' Perception of Professional Development through In-service training programs*. Yogyakarta: English Language Studies, Graduate Program, Sanata Dharma University.

Professional development is a lifelong, collaborative learning process that nourishes the growth of educators both as individuals and as team members. The focus of it must be to improve student learning. As any other profession, teacher needs to keep updated on the current development of their profession. An attempt to increase teachers' professional development is through in-service training programs.

Teachers tend to disregard in-service training, as such training does not seem to give an adequate incentive and career development. Nevertheless, formal evaluation showed that in-service training was needed and received a good response from the participants. Therefore, this study aimed at revealing teachers' perception of their professional development through in-service training programs. Two research questions were addressed in this study: (1) What is teachers' perception of professional development through in-service training programs? (2) How do teachers develop professionally after participating in the in-service training programs?

To answer these questions, the study adopted the progressive qualitative method. This study focused on the vocational high school English teachers' professional development through in-service training. Participants were chosen from the alumni of in-service training held by *Lembaga Penjamin Mutu Pendidikan* (Educational Quality Assurance Institution) of Yogyakarta. There were four participants in this study. The choice of participants was based on the accessibility and maximum variations. The nature of data was narrative. Data were collected from interview with participants and documents. Interview data were transcribed and thematized according to the components and categories of teachers' professional development and in-service training. The result of thematized data was the tentative profile of teachers' perception of professional development through in-service training. This tentative perception was verified with the participants through reflection to get the verified profile of teachers' perception of professional development through in-service training and their professional development as a result of their participation in the in-service training.

The results of this study covered both teachers' perception of professional development through in-service training and teachers' professional development after participating in the in-service training. Teachers' perception showed that the understanding of teachers' professional development was not parallel with teachers' length of service. It is also showed that in-service training supports teachers' professional development, especially to support teacher certification. Teacher professional development depended not only on the in-service training but also on teacher's participation in school. In-service training is also perceived

as a strategic program to support teachers' competence as a requirement of teachers' certification.

The answer to the second research question showed that teachers developed professionally after participating in the in-service training through discussion with their colleagues about in-service training results. Informal discussion was a common activity of teachers in disseminating in-service training results. Nevertheless, that teachers' professional development after participating in the in-service training is relatively shallow. Another way to professional development was through the activities of sharing experiences in English foreign language teaching with colleagues. Sharing teaching experiences was an impressive activity in teachers' professional development through in-service training. However, in-service training materials and focus should be improved to provide teachers with actual materials in English language teaching. Teachers believed that in-service training was an appropriate program to develop their professionalism but there should be follow-up programs to ensure the dissemination of training results.

ABSTRAK

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Pengembangan profesionalisme adalah sebuah proses panjang yang merupakan kolaborasi proses belajar yang memperkaya pertumbuhan pendidik baik sebagai individu maupun anggota sebuah kelompok. Fokus pengembangan profesional adalah peningkatan belajar siswa. Sebagaimana profesi yang lain, guru perlu memperbaharui pemahaman mereka tentang perkembangan profesi guru. Salah satu cara untuk memperbaharui pemahaman tersebut adalah melalui program in-service training.

Pada umumnya guru menganggap ringan pelatihan dalam jabatan karena pelatihan tersebut dirasakan tidak memberikan insentif dan perkembangan karir yang menjanjikan. Namun demikian, evaluasi formal menunjukkan bahwa pelatihan dalam jabatan diperlukan dan mendapat respon yang bagus dari para partisipan. Oleh karena itu penelitian ini bertujuan untuk mengungkap persepsi guru terhadap perkembangan profesionalisme guru melalui pelatihan dalam jabatan. Kesenjangan antara realitas dan evaluasi formal menunjukkan bahwa para guru memiliki persepsi yang unik tentang pelatihan dalam jabatan. Terdapat dua pertanyaan penelitian dalam studi ini. Pertanyaan tersebut adalah: (1) Apa persepsi guru tentang perkembangan profesionalisme melalui pelatihan dalam jabatan? (2) Bagaimana perkembangan profesionalisme guru setelah mengikuti pelatihan dalam jabatan?

Untuk menjawab pertanyaan penelitian tersebut, penelitian ini mengadopsi metode progresif kualitatif. Penelitian ini terfokus pada perkembangan profesionalisme guru sekolah menengah kejuruan melalui pelatihan dalam jabatan. Partisipan dipilih dari alumni pelatihan dalam jabatan yang diselenggarakan oleh Lembaga Penjaminan Mutu Pendidikan Yogyakarta. Pemilihan empat partisipan dalam penelitian ini didasarkan pada keterjangkauan dan variasi maksimum. Sifat data dalam penelitian ini adalah naratif. Data diperoleh dari interviu dengan partisipan dan penelaahan dokumen. Data interviu di transkrip and ditematisasi menurut komponen and kategori dalam perkembangan profesionalisme guru dan pelatihan dalam jabatan. Hasil tematisasi data berupa gambaran sementara persepsi guru. Gambaran sementara ini dikonfirmasi kepada guru untuk mendapatkan gambaran persepsi guru tentang perkembangan profesionalisme mereka melalui pelatihan dalam jabatan dan perkembangan profesionalisme guru setelah mengikuti pelatihan dalam jabatan.

Hasil kajian ini menjawab kedua pertanyaan penelitian. Persepsi guru terhadap pengembangan profesionalisme melalui in-service training menunjukkan bahwa pemahaman terhadap profesionalisme guru tidak paralel dengan lama tugas guru. Selain itu terungkap bahwa bahwa terdapat relasi positif antara pengembangan profesionalisme guru dengan in-service training, terutama untuk mendukung sertifikasi guru. Pengembangan profesionalisme guru tidak hanya tergantung pada in-service training tetapi juga partisipasi guru di sekolah. In-

service training merupakan program strategis untuk mendukung kompetensi guru sebagai persyaratan dalam sertifikasi guru. Untuk mendukung pengembangan profesionalisme guru, pelatihan dalam jabatan harus jelas dan mawadahi topik-topik yang relevan. Materi pelatihan harus disesuaikan dengan tantangan guru seperti penggunaan teknologi, penelitian, dan pengembangan materi atau program.

Temuan dari pertanyaan penelitian yang kedua menunjukkan bahwa setelah mengikuti pelatihan dalam jabatan, para guru melakukan pengembangan profesionalisme dengan cara diskusi dengan rekan sejawat membahas hasil-hasil pelatihan. Pengembangan profesionalisme yang lain dengan cara bertukar pengalaman mengajar dengan teman sejawat. Namun demikian, materi dan fokus pelatihan harus diperbaiki sehingga tersedia materi yang aktual untuk guru. Para guru merasa bahwa pelatihan dalam jabatan merupakan program yang sesuai untuk mengembangkan profesionalisme guru. Namun program ini perlu diikuti dengan program tindak lanjut untuk menjamin keberlangsungan diseminasi hasil pelatihan.