

Management of Teacher Self-Development in the Continuous Professional Development Program

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ABSTRACT : This study explores the management of teacher self-development in the Continuous Professional Development (CPD) program at SD Negeri Sridadi Rembang. Despite its importance in improving education quality, CPD implementation faces challenges such as passive teacher participation and less applicable training materials. Using a qualitative descriptive approach, the study examines planning, organizing, implementation, and supervision aspects through interviews, observations, and documentation. Results show that CPD is managed through structured Learning Community (Kombel) activities and supported by the Merdeka Mengajar Platform, yet faces issues like low motivation and technical barriers. While the management aligns with key functions, improvements are needed in teacher engagement, technical support, and external collaboration to enhance CPD effectiveness.

KEYWORDS - Management, Teacher Self-Development, Elementary School

I. INTRODUCTION

Teachers play a strategic role in student achievement. Hattie identified that teachers contribute 30% to student learning outcomes, following student characteristics (49%), while school environment, family, and peers contribute 7% each (Nurkolis, 2017). Therefore, teacher professionalism must be taken seriously. To address this, in 2011 the Ministry of Education issued guidelines for Continuous Professional Development (CPD), which include self-development, scientific publications, and innovative work, aiming to enhance teachers' competencies and professional qualities.

However, national data from *Jurnal Guru* (2024) shows that 81% of Indonesian teachers did not meet the minimum standard in the Teacher Competency Test (UKG) from 2015 to 2021. Lestari Moerdijat, Deputy Speaker of the People's Consultative Assembly, also emphasized the consistent improvement of teacher competence as a strategy to realize a superior generation for *Indonesia Emas 2045*. Various efforts have been made, including accelerated teacher certification and the use of the Merdeka Mengajar Platform (PMM) (Kompas.com, 2024).

In Rembang Regency, UKG scores for primary school teachers were the lowest (60.73) compared to junior high, senior high, and vocational levels, indicating that CPD implementation at the elementary level has not been optimal. With the implementation of the Merdeka Curriculum, teacher performance is now evaluated through PMM, requiring at least 32 points per semester (Perdirjen GTK No. 7607/B.B1/HK.03/2023), making self-development a key focus. However, teachers at SD Negeri Sridadi report that activities such as in-house training (IHT), seminars, and teacher working groups (KKG) are mostly one-way and not easily applicable in classroom practice. Ideally, professional development should be practical and occur during instructional hours so that new knowledge can be immediately applied, as suggested by Putri (2019).

Setiawan (2015) also argued that effective professional development should include self-reflection on educational challenges to produce real changes in teaching practices. Likewise, Nugroho (2020) in his international study emphasized that CPD is essential for enhancing teacher competence, particularly in adapting to global challenges and dynamic curriculum changes.

Given the importance of teacher self-development and the reality of its implementation, this study aims to analyze the management of teacher self-development within the CPD program at SD Negeri Sridadi Rembang. It focuses on the planning, organizing, implementation, and supervision stages to assess its effectiveness and propose improvements.

II. RESEARCH METHOD

This study employs a descriptive qualitative approach focusing on the four management functions in the implementation of teacher self-development within the Continuous Professional Development (CPD) program at SD Negeri Sridadi Rembang. Data were collected through in-depth interviews, observation, and documentation involving school supervisors, principals, and teachers, as stated Data were collected in qualitative research through observation, interviews, and documentation (Suwandi & Basrowi, 2009: 188). The validity of the data was tested using source triangulation by comparing information from various informants who had different roles in the implementation of CPD, as explained: Source triangulation is used to verify data validity by comparing the conditions and perspectives of individuals with various opinions and viewpoints, comparing data obtained from school supervisors, principals, and teachers.

III. RESEARCH FINDING

Based on the research conducted at SD Negeri Sridadi Rembang, it was found that the management of teacher self-development under the Continuous Professional Development (CPD) program has been implemented systematically, structurally, and supported by the active participation of school stakeholders. This research focused on the four core management functions: **planning, organizing, implementation, and controlling**, all of which are integrated with the Merdeka Teaching Platform (PMM) in accordance with current national education policies. Data were collected through in-depth interviews with the principal, teachers, and school supervisors, complemented by direct observations and supporting documents that ensured the validity of the findings. The school principal served as the primary informant, while additional data from teachers and supervisors helped confirm the accuracy and comprehensiveness of the findings regarding the school's CPD management.

Planning

Planning serves as the foundation of CPD implementation at SD Negeri Sridadi. This process is carried out at the beginning of each semester through collaborative meetings between the principal and teachers especially those in the Learning Community Team (*Komunitas Belajar* or *Kombel*) to formulate each teacher's *Rencana Hasil Kerja* (RHK), or Work Outcome Plan. The planning is based on the school's Education Report, which is integrated into the PMM platform and identifies key performance indicators in need of improvement. Teachers are guided to select one priority indicator and fill out five components in PMM: teaching practice, competency development, additional tasks, work behavior, and summary. This system supports both individual professional growth and the overall improvement of school performance. Planning is conducted realistically and based on teachers' actual needs, in line with the principle that educational planning must be goal-oriented, practical, and actionable.

Organizing

The organizational function in CPD management is executed through the establishment of a Learning Community (*Kombel*), officially appointed by the school principal via a formal decree. The team consists of a coordinator, secretary, treasurer, and class or subject coordinators. Each member has clearly defined duties and responsibilities (*tupoksi*), which include disseminating information on best teaching practices, facilitating collaboration among members, and improving individual competencies through mutual sharing and discussion. This structure ensures efficient task distribution, smooth communication, and effective implementation of CPD activities. Research by Umronah (2018) supports the notion that clear task delegation in school organizations enhances specialization, coordination, and task efficiency.

Implementation

CPD implementation at SD Negeri Sridadi is carried out through both internal and external activities. Internally, activities include In-House Training (IHT) on the Merdeka Curriculum, preparation of e-performance documents in PMM, classroom observations, follow-up discussions, and best practice sharing sessions. These activities are led and coordinated by the *Kombel* team in a structured and collaborative manner. Externally, teachers participate in teacher working groups (KKG), workshops, and training sessions organized by the local education office or other institutions. Each external activity is formally documented through assignment letters (SPPD), attendance records, and certificates, which are then uploaded to PMM. Despite the overall success, some challenges were identified, such as limited school funding, uneven digital literacy among teachers, and time constraints due to other school duties. To overcome these challenges, the school provides internal support and alternative opportunities to ensure that all teachers can participate in professional development activities.

Controlling

Supervision plays a crucial role in ensuring that all CPD processes are implemented as planned and that the objectives are achieved. Supervision is conducted by both the principal and school supervisors through classroom observations, document reviews, and evaluations of teacher performance based on their RHK submissions. Teachers who attend external CPD activities are required to submit reports along with participation certificates, while internal activities are supported by official documentation that can be uploaded to PMM. These reports are reviewed by the *Kombel* team and approved by the principal. Special attention is given to less active teachers particularly senior teachers approaching retirement by providing motivation and emphasizing the

importance of continued professional development. This approach aligns with the study by Shandilia et al. (2023), which found that low engagement with PMM is often due to a lack of motivation, diverse capacities among teachers, and the overwhelming amount of content in PMM. Therefore, school leadership plays a key role in maintaining teacher enthusiasm and participation.

IV. CONCLUSION

Based on the research findings regarding the management of teacher self-development in the Continuous Professional Development (CPD) program at SD Negeri Sridadi, it can be concluded that the implementation of management encompasses the four key functions: planning, organizing, implementation, and supervision. Planning was carried out systematically at the beginning of each semester through meetings involving the Learning Community (Kombel) team, where the Work Outcome Plan (*Rencana Hasil Kerja* or RHK) was prepared based on needs analysis derived from the Education Report and integrated into the Merdeka Teaching Platform (PMM). The designed CPD programs focused on teacher self-development activities such as In-House Training (IHT), external training, and other collective teacher activities, with funding sourced according to the School Budget Plan (RKAS). Organizing was conducted through the formation of the Kombel team, comprising the principal and all teachers, with a clear organizational structure, main tasks, and functions established through a formal decree. This team is responsible for planning, implementing, and evaluating teacher development activities. The implementation of CPD was conducted both internally through IHT, classroom observations, and PMM module completion and externally, through teacher participation in trainings and Teacher Working Groups (KKG) organized by the Education Office or other institutions, supported by official assignments and school funding. However, challenges remain, including limited budgets and low motivation among certain teachers, especially those nearing retirement. Supervision was conducted by the school principal through classroom observations, evaluation of activity reports, and validation of certificates, all of which were compiled by the Kombel team and used as the basis for performance assessments on the PMM platform. Despite this, there are still challenges, particularly in encouraging participation from senior teachers. Based on these findings, several suggestions are proposed: (1) the school should improve the consistency and equal distribution of IHT sessions so that all teachers have equal opportunities for development; (2) the principal and Kombel team should provide more intensive technical support and motivational efforts, particularly for teachers less familiar with technology, and consider non-financial incentives as appreciation; (3) the role of the Kombel should be optimized not only as an administrative body but also as a facilitator of reflective discussions among teachers; (4) the school is encouraged to build stronger collaborations with external parties such as the Education Office, KKG, or training institutions to broaden the scope and variety of relevant professional development activities; and (5) data from the Education Report and PMM evaluations should be further utilized as a foundation for designing more targeted and sustainable teacher competency development programs.

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