

## CONTINUOUS PROFESSIONAL DEVELOPMENT BASED ON INTERNAL COACHING IN SCHOOL INSTITUTIONS

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### ABSTRACT

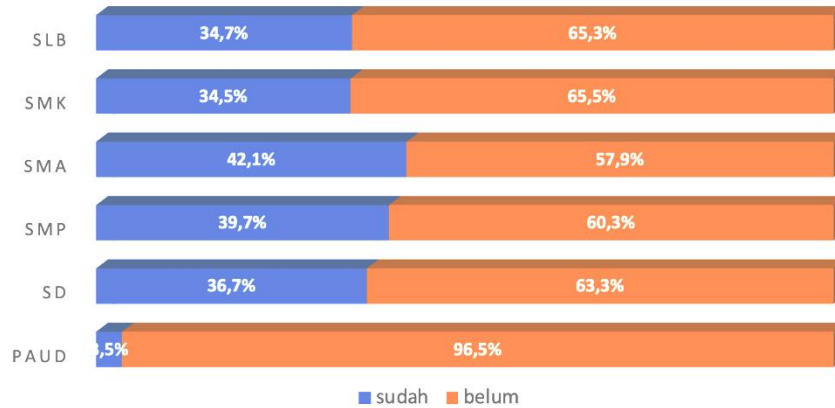
Continuous professional development is a program carried out to improve teacher competence in carrying out their duties. The fact shows that implementing continuous professional development has not significantly improved teacher professionalism. This program has not been running consistently, due to a lack of internal motivation from teachers who tend not to play an active role in the culture of independent learning, because they still position themselves waiting for professional development activities from external parties to improve their competence. This study aims to develop a model of continuous professional development through school institutions based on internal coaching. Internal coaching is the basic capital for teachers to become lifelong learners and self-directed for increasing competency. The research was conducted through a development method using the Smith and Ragan model implemented in an integrated Islamic elementary school that has implemented continuous professional development programs for almost two years, since 2019. The constructed hypothetical model is a continuous professional development model based on internal coaching through the stimulation of reflective, participatory, innovative, and collaborative abilities integrated into the school system to form a culture of independent learning for teachers. The implication of research for further development of teacher empowerment at the school level.

**Keywords:** Continuous Professional Development, Internal Coaching, School Institutions

### INTRODUCTION

Teachers play a role as the spearhead of education in the quality of education to face the challenges of changing the world so quickly (Akbar, 2021; Najwa et al., 2023; Nur & Fatonah, 2022). Various teacher professional improvement programs have been carried out, one of which is through continuous professional development programs (Efu, 2020; Foschi, 2020). One of the concerns in continuous professional development is teacher competence (Yulmasita Bagou & Sukung, 2020; Zola & Mudjiran, 2020).

Based on data from the 2021 Ministry of Education and Culture, the teacher competency score in Figure 1 shows the need for consistent teacher professional development through continuous



professional development. (Basri et al., 2021; Sari et al., 2020; Sutikno, 2018).

Figure 1. Teacher Competency Score Graph  
 Source: Ministry of Education and Culture, 2021

Facts showed that implementing continuous professional development has not significantly improved the professionalism of teachers. Continuous professional development leaves various kinds of problems in its implementation. This program has not run consistently, due to a lack of internal motivation from teachers who tend not to play an active role in the culture of independent learning, because they were still positioning themselves and waiting for professional development activities from external parties to improve their competence (Alfin et al., 2020).

The Continuous Professional Development Program (PKB) has been implemented in Indonesia. This program was carried out in the form of Teacher Working Groups (KKG) and Subject Teacher Deliberation (MGMP) collaboratively. This program has not run consistently (Kastawi & Yovitha, 2019) and was still waiting for the government (Alfin et al., 2020).

Annisa's research (2022) discussed the professional development of teachers with commitment and innovative work to improve the quality of education and produce quality human resources. In a search conducted by Kim et al. (2019) discussing continuous professional development by providing the widest possible opportunity for active involvement of teachers, providing feedback with reflective abilities will open up opportunities for continuous improvement. Likewise, in the research of Poligarates and Suson (2019), the active involvement of teachers supports strong practice capacity, so that continuous professional development was effectively carried out in improving teacher competence.

The research on participation run by educational institutions was very interesting to be studied more deeply with reflective, participatory, innovative, and collaborative ability approaches. This approach is carried out in the elementary school teacher competency development program through continuous professional development. This research aimed to develop a model of continuous professional development through internal coaching-based school institutions. Internal coaching was the basic capital for teachers to become lifelong and independent learners to improve their competence.

## METHOD

This research used research and development design with the Smith and Ragan model. This model was appropriate for developing instructional programs that pay attention to aspects of analysis, strategy, and evaluation in accordance with program development, which is system-oriented (Branch & Dousay, 2015).

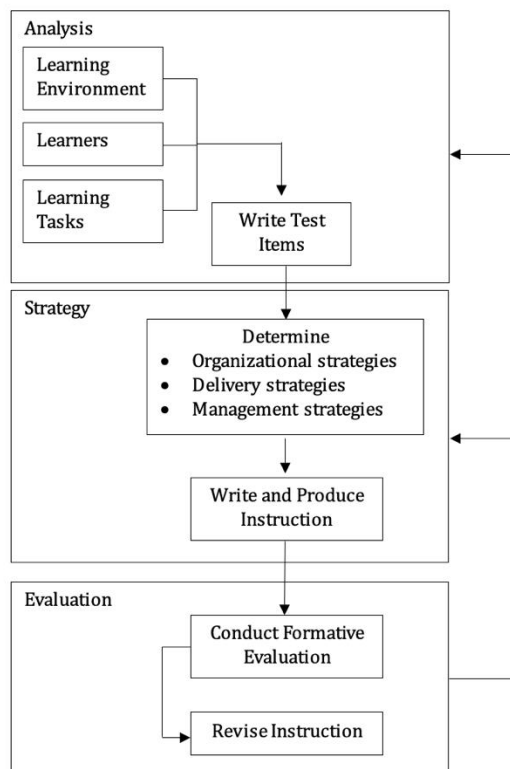


Figure 2. Smith and Ragan Model

Source: Survey of Instructional Design Models, 2005

Research was conducted on an Al Kawaakib integrated Islamic elementary school that has been implementing a continuous professional development program for almost two years, since 2019. The hypothetical model constructed was continuous professional development based on internal coaching through the stimulation of reflective, participatory, innovative, and collaborative abilities integrated into the school system to form a culture of self-learning for teachers.

## **RESULT AND DISCUSSION**

### **Result**

The result of the research and development design Smith and Ragan model with steps approach includes:

#### 1. Analyzing

Source from observation and document at Al Kawaakib Integrated Islamic Elementary School. The result of the analysis from the learning environment, learners, and learning task. The learning environment consists of factors such as teachers, existing curricula, equipment, facilities, and organization. Teachers were accustomed to working collaboratively in teams in making plans at the beginning of the year, designing daily learning, using learning journals to be followed up in lesson planning, and creating thematic learning materials from a collection of theories, facts, and principles.

Al Kawaakib Integrated Islamic Elementary School was part of the second batch of driving schools that implemented the independent curriculum for one year. The implementation of the independent curriculum was carried out from grade I to grade VI. Before a driving school, this school implemented the substance of an independent curriculum with project-based learning. The teacher becomes a facilitator with student centers. The students collaborated to plan, do, and assess their projects with inquiry and reflection. Students have used learning sources in the environment school become the product of project-based learning. All of the equipment for students was available in school such as paper, pencil, scissors, glue, etc. Literature for knowledge with the dictionary, encyclopedia book, and article from a journal.

This school has been doing professional development since 2019 with continuous. The program was done daily, weekly, three times a month, and yearly. The system collaboration of teachers with division. One division consists of one phase in two grades. The kinds of activity in professional development were coaching, mentoring, training, workshops, reflection, and project manager officer (PMO).

Table 1. The Activity in Professional Development

No	Category	Coaching	Mentoring	Training	Workshop	Reflection	PMO
1	Daily	√	√			√	
2	Weekly	√	√	√		√	
3	Twice a month	√	√		√	√	
4	Three times a month	√	√			√	√
5	Yearly	√	√		√	√	

Source: Data Researcher, 2023

Every week, teachers got training in Qur'an, Arabis, and English. Coaching, mentoring, and reflection were done every day with report writing and direct online Zoom meetings.

The existing permanent teachers of the foundation are 18 persons, 15 teachers have bachelor's degrees and 3 teachers are studying for bachelor's degrees. There were 5 contract teachers who joined for 2 years before becoming permanent teachers. The culture of learning for teachers was working collaboration between teachers in division and cross-division. All of the teachers always discuss every day in the morning and afternoon in one room together. They shared knowledge and jobs with the decision together. They made rubrics for all their jobs in administration learning as reflections together.

The learning tasks were based on teacher competencies (pedagogic, personality, social, dan professional). This research focused on the professional competence of daily activity teachers in learning in organizing administration. It started with planning, doing, and assessing. Source from focus group discussion of teacher about progress learning administration for one week was 25%-50% for division 1 (phase A, grade 1-2), less than 25% for division 2 (phase B, grade 3-4), and more than 50% for division 3 (phase C, grade 5-6). The treatment was through the leader with 75% coaching and 25% mentoring.

All analyses above became learning assessments for the teacher's performance as a learner. There were four instructional blueprints based on internal coaching through the stimulation of reflective, participatory, innovative, and collaborative abilities integrated into the school system to form a culture of independent learning for teachers.

## 2. Strategy

The strategy was comprised of three characteristics, these were organizational, delivery, and management. Al Kawaakib Integrated Islamic Elementary School was organized by a collaboration team of teachers through coaching to become a culture of communication between teachers and students and among them. They used communication with powerful

questions to stimulate the situation to become reflective, participatory, innovative, and collaborative.

The process of delivery through the leader of a division to another teacher in the division. It called with the member. They have done the tasks together with participation that shows innovative thinking to each other between the members and across the division. Every task was always discussed together with the system in a collaborative. The decision engaged participation in all of the member divisions. They could give and take suggestions from each other and do reflection together for all of the evaluations and assessments.

The strategy of management was done by the team of the coordinator's curriculum. The team consisted of the leader division from 3 phases in elementary school. They were always together to discuss their member problem and solution with coaching and mentoring. Coaching was more done than mentoring with the goal was empowering teachers for each other. These were becoming models for the leader of the division in their team.

### 3. Evaluation

The result of the evaluation is that all division has not finished their learning administration for a week. It can become attention that the hypothetical model of the system from continuous professional development to internal coaching through the stimulation of reflective, participatory, innovative, and collaborative abilities integrated into the school system to form a culture of independent learning for teachers. It needed to discuss the hypothetical model of continuous professional development to show the performance of a teacher can be maximal for one week to finish their task.

## Discussion

The researcher argues from analysis of the learning environment, learners, and task of learning that Al Kawaakib Integrated Islamic Elementary School had potential human resource development and an environment of learning resources to form culture for the atmosphere of the school. Human resources was an important thing for education to develop from the limitation of other resources (Filho & McCrea, 2018). The equipment and facilities were enough to be developed and became media and products of learning because the teacher could make it useful for the innovation of the student (Montiel & Gomez-Zermeño, 2021). Collaboration of teachers in division and across divisions built a culture of reflection, participation, and innovation for the working atmosphere of a solid team (Bantwini, 2019). This was the potential to make a change better for the system (Sargeant et al., 2018).

The system of professional development with continuous that called continuous professional development since 2019 could be the first model for the program of teacher

development consistently in that school. However, the framework model has not been systematic (Kastawi & Yovitha, 2019). The program was running with the activity without the assessment clearly. These became considered for the input of a hypothetical model (Agusta & Kristiawan, 2021).

The activity of professional development was dominated by coaching. Coaching was done every day and became the culture of communication between teachers. These could be hypothetical models from internal coaching in the school institution (Baker, 2021). The leader of the division has the role become facilitator for the teacher in their division. They made a system for divisions to work in collaboration with powerful questions to stimulate the teacher to work together with chance participation (Calleja, 2018). On another chance, they stimulated the teacher to find something new or develop for innovation as inquiry learners. Because of this, the reason for the administration of learning was not finished for one week. It could be a challenge for the hypothetical models from continuous professional development based on internal coaching in the school institution. These could be as the learning assessments for the teacher's performance with four instructional blueprints through the stimulation of reflective, participatory, innovative, and collaborative abilities integrated into the school system to form a culture of independent learning for teachers.

The strategy of organizing, delivery, and management was the leader of the division became the facilitator for the teacher in the division. Engaged learning could be a culture with challenges that they face in the future. The leader of the division had an important role in forming a culture that integrated all systems. It could support the system on internal coaching could be consistent (de Groot-Reuvekamp et al., 2018).

The evaluation of the program was correlated with the culture that was built in that school. It could easily implement a hypothetical model supported by the culture of teachers that has been formed. This was a hypothetical model below



Figure 3. Continuous Professional Development based on Internal Coaching in the Institution School's Model

Source: Design from Researcher, 2023

## CONCLUSION

Al Kawaakib Integrated Islamic Elementary School has been running for the implementation of continuous professional development. These needed a hypothetical model for evaluation and assessment. The hypothetical model has been found from the analysis, strategy, and evaluation results of research and development design by the Smith and Ragan model. Internal coaching became the culture for communication between teachers. The impact of these was, that the teachers have usually had reflective, participatory, innovative, and collaborative abilities. These were integrated into the school system to form a culture of independent learning for teachers. The implication of research for further development of teacher empowerment at the school level.

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