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**THE IMPACT OF PROFESIONAL DEVELOPMENT POLICY ON TEACHING PROCESS  
IMPLEMENTED IN ENGLISH DEPARTMENT OF QAMARUL HUDA BADARUDDIN  
UNIVERSITY**

Oleh

Hasbullah<sup>1</sup>, Baiq Hardia Martanti<sup>2</sup>

<sup>1</sup>Universitas Qamarul Huda Badaruddin Bagu

<sup>2</sup>Institut Agama Islam Qamarul Huda

E-mail: <sup>1</sup>[hasb89509@gmail.com](mailto:hasb89509@gmail.com), <sup>2</sup>[hadia.martanti@gmail.com](mailto:hadia.martanti@gmail.com)

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**Abstract:** Professional Development (PD) is a very important program should be done by teacher in the school or lecturer in the college, in order to upgrade their professionalism in improving their students' achievement. There are some ways to upgrade professional development on teacher or lecturer, such as courses, conferences and etc. In Indonesia the profession as educators it can be teachers or lecturers are started to be noticed by the government, we can see there are some government's policies to develop the professional development of educators as a strong and respected profession on an equal footing with other professions as can be seen from Law No. 14 of 2005 concerning Teachers and Lecturers who strive developing the profession of educator through legal protection. The professional development policy in teaching process, such as curriculum changes and other training activities have some bad and good impacts for the participants. Curriculum changes have bad impact for the teacher in the school, lecturer in the college, the students and stakeholders, they will have difficulty in understanding the new curriculum, because the government often changes the curriculum, actually they can adapt to the previous curriculum, the government changes the minister of education automatically the curriculum will change as well, so it will cause confusion for them in the process of learning..

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**INTRODUCTION**

Professional Development (PD) is a very important program should be done by teacher in the school or lecturer in the college, in order to upgrade their professionalism in improving their students' achievement. There are some ways to upgrade professional development on teacher or lecturer, such as courses, conferences and etc. Wei, Darling-Hammond, Andree, Richardson & Orphanos stated that Professional Development (PD) is "a comprehensive, sustained, and intensive approach to improving teachers" and principals,

effectiveness in raising student achievement, and may be supported by activities such as courses, workshops, institutes, networks, and conferences” The term “professional development” is defined by the National Staff Development Council (NSDC) (Wei, Darling-Hammond, Andree, Richardson & Orphanos, 2009, p.4).

In Indonesia the profession as educators it can be teachers or lecturers are started to be noticed by the government, we can see there are some government’s policies to develop the professional development of educators as a strong and respected profession on an equal footing with other professions as can be seen from Law No. 14 of 2005 concerning Teachers and Lecturers who strive developing the profession of educator through legal protection. Educators are the dominant element in a process education, so the quality of education is largely determined by the quality of educators in carrying out its role and duties in society. In this case, a teacher or a lecturer is demand for professionals. If we talk about professionalism, there is a phenomenon in the school around me, actually the professionalism of teachers or lecturers is still inadequate mainly in terms of their own scientific field. For example an English teacher can teach Indonesian or arabic. Or social studies teachers can teach religion such as *fiqih* or *akidah akhlak*. The professionalism of the teacher has not been in line with expectations, many of them are not good in quality and convey the wrong material so that they cannot present and provide a truly educational quality (Dahrin, 2000). Geist (2002) also stated about Professionals, according to him Professionals are specialists and experts inside their fields; their expertise is not intended to be necessarily transferable to other areas, consequently they claim no especial wisdom or sagacity outside their specialties.

The ministry of education has some policies that should be done by teacher or lecturer, students, users, and stakeholder, in order to upgrade professional development of teacher or lecturer to educate their students towards a best quality and a better life. There are some examples of professional development policy in Indonesia government especially in educational program, such as independent Curriculum (kurikulum merdeka), KKNI (Kerangka Kurikulum Nasional Indonesia), independent Learning (Merdeka belajar), the certification program, and establishment of PKG (pusat kegiatan guru), MGMP (Musyawarah Guru Mata Pelajaran), KKG (Kelompok Kerja Guru), AKG (Assessment Kompetensi Guru) and many others.

## THEORY OF PROFESSIONAL DEVELOPMENT

According to some experts, professionalism emphasizes the mastery of science knowledge or management skills and their implementation strategies. Maister (1997) stated that professionalism is not merely technological knowledge and management but more of an attitude, professional development more from a technician not only has high skills but has a required behavior.

Borko said it is argued that theories of professional development need to include both cognitive and social aspects of learning (Borko, 2004). However, theory has tended to focus on either cognitive or social perspectives. Cognitive perspectives have centered on notions of changes in teachers' beliefs or knowledge. Social perspectives have considered professional learning through participation (Lave & Wenger, 1991). Professional development refers to continuing education and career training after a person has entered

the workforce in order to help them develop new skills, stay up-to-date on current trends, and advance their career.

Wei, Darling-Hammond, Andree, Richardson & Orphanos also stated that Professional Development (PD) is “a comprehensive, sustained, and intensive approach to improving teachers” and principals, effectiveness in raising student achievement, and may be supported by activities such as courses, workshops, institutes, networks, and conferences” The term “professional development” is defined by the National Staff Development Council (NSDC) (Wei, Darling-Hammond, Andree, Richardson & Orphanos, 2009, p.4).

### **The Professional development policy from Indonesia government curriculum changes in Indonesia for higher education**

The curriculum is at the heart of the educational process. The curriculum is the areas that most directly affect educational outcomes. (Sukmadinata, 2012: 158). The curriculum largely determines the process and the results of an educational system. The curriculum can also serve as a medium for achieving goals as well as a guide in the implementation of teaching in all types and all levels of education (Arifin, 2011: 25).

Academically, the curriculum includes at least four main components : 1) The educational goals to be achieved. 2) Knowledge, science, data, activities and experiences from everywhere. 3) Methods and the ways of teaching and guidance that the disciples follow to encourage them to the desired and the goals designed. 4) Assessment methods and methods used in measuring and assessing results educational process designed in the curriculum (Langgulang, 2003:176).

#### **a. Curriculum 2013 (K-13)**

In the new school year 2013/2014 the government stipulated the enactment of the new curriculum, namely the 2013 Curriculum. The Curriculum 2013 is the curriculum applicable in the Indonesian Education System. This curriculum has been implemented by the government to replace the 2006 Curriculum. The 2013 curriculum was included in its probationary period in 2013 by turning several schools into start-up schools. The 2013 curriculum has four aspects of assessment, namely aspects of knowledge, aspects of skills, aspects of attitudes, and behavior in the 2013 Curriculum in accordance with the mandate of Law 20 of 2003 concerning the Education System National Article 35 and Presidential Regulation Number 5 of 2010 concerning Plans National Medium-Term Development (Deden Cahaya Kusuma, t.th: 8). Curriculum 2013 has the aim of encouraging students, being able to better make observations, asking, reasoning, and communicating (presenting) what they gained or experienced after receiving the subject matter in their learning process.

#### **b. Kerangka Kurikulum Nasional Indonesia (KKNI)**

KKNI curriculum is centered on learning outcomes, which means that in the preparation of the curriculum, graduate learning outcomes are the focus and beginning of the curriculum preparation process. For this reason, in the Guidelines for the Preparation of Higher Education Curriculum issued by the Director General ministry of education, it is stated that the preparation of the formulation of graduate learning outcomes is the basis for the curriculum preparation process, preceded by the process of self-evaluation and determination of graduate profiles (Direktorat Jendral Pembelajaran dan Kemahasiswaan, 2016).

KKNI curriculum is the previous curriculum, before the minister of education legalize the new curriculum, that is independent curriculum (kurikulum merdeka). It was based on

my experience in Qamarul Huda Badaruddin University, I gave some lecturers to learned about how to understand the syllabus and can make the Lesson Plan for Lecture we mentioned it RPS. I can give some examples of RPS and they can develop in the class based on their materials, and I know that The syllabus as an important part of the curriculum needs to be evaluated and developed to suit the current market needs and educational policy and it needs to contribute to the achievement of the curriculum goals set in the study program. Because one of the functions of the syllabus is as a tool to achieve educational goals which are basically interrelated and interact with each other to achieve these goals, it is therefore important to evaluate the syllabus periodically so that it can ensure conformity with changing times and community needs. For the sake of this purpose, developing syllabus in the English Education Department of Universitas Qamarul Huda Badarudin (EED UNIQHBA) is an important step. Syllabus evaluation and development is also very important in EFL because it measures whether the objectives of the EFL program have been met and ensures continuous improvement of the program.

One of course offered in the department based on the previous curriculum (KKNI) is Teaching English for Young Learners (TEYL). Based on the document under review, through this course, at the end of the semester students are expected to be able to: 1) students are able to critically understand, and appropriately apply the knowledge of English language systems to serve various purposes in conjunction with their profession, 2) Students are able to develop English teaching programs according to the assigned contexts 3) Students are able to utilize ICT-based teaching aids and media in the teaching of English, 4) Students are able to recognize the needs, motivate and sustain engagement in lifelong learning. It is in line with the vision of the department "*Menjadi program studi yang unggul dibidang bahasa dan menguasai IPTEK yang berintegrasi ASWAJA*".

This brief analysis report is expected to be a reference for the development of syllabus and lesson plans for TEYL mainly in the faculty. This report is based on study conducted through document analysis and follow up interview with the English instructor at the Faculty of Teacher Training and Education University of Qamarul Huda Badaruddin, Lombok Tengah, NTB. It is for the sake of developing the instructional design which meet the current educational philosophy and policy in Indonesia. This is also part of development that when I was a head of English department government educational policy, and technological development in 21 century. This was however considered insufficient because it had to be translated into a syllabus which became the main material for lectures based on the vision and mission of the English Education Department of UNIQBHA. However, until now there has been no comprehensive evaluation of the existing syllabus, even though evaluation is very important. Ideally every five years it is reviewed whether it is still relevant to the current context or not because some of the existing syllabus still have similarities between one course and another while that the goals and objectives of the department vision are not realized properly. Based on the researchers' observations so far, some of the syllabuses have not been in sync with one another, still overlapping; therefore, it is necessary to review the syllabus of existing courses, especially those related to EFYL pedagogy.

EFYL is 2 SKS course provided to the students at Semester VI. This course is aimed at developing students' knowledge and ability to prepare students with a number of different theoretical views, the basic concepts and general issues in teaching English to young learners.

Upon the completion of the subject, students are expected to be able to: 1) critically understand, and appropriately apply the knowledge of English language systems to serve various purposes in conjunction with their profession, 2) develop English teaching programs according to the assigned contexts, 3) utilize ICT-based teaching aids and media in the teaching of English, 4) recognize the needs, 5) motivate and sustain engagement in lifelong learning.

Specifically, based on the syllabus, this course is designed to prepare students with a number of theoretical views, and general issues in teaching English to young learners. Topics to be discussed include approaches to teaching English to young learners, characteristics of young learners, how young learners learn their first and second languages, the policy of teaching English to young learners, especially in Indonesia context, and principles of teaching English to young learners in oral and written skills. The course will focus on the current principles and practices of teaching English to young learners in Indonesia

And also used implementing the teaching technique was technology was used to present materials for students which was followed by discussion and simulation. In every meeting, it is shown in the RPS that the discussion was held offline. Web-based technology was hardly used in the classroom, rather it is used as additional activities by students outside the classroom such as searching information and sending assignment.. She did not use the media of zoom application, Google meeting application and other application.

In actual practice, Power Point presentation and LCD were used to display the theory of Teaching English for Young Learners, while WhatsApp application was used as the media for assignment direction and submission of the assignments or students tasks. Video was used to show the video of related materials on EFYL. In the process of watching the video, I explain students the key points in the video. In every meeting, each student is required to make a summary of the meeting which is reported to the instructor.

**c. Independent curriculum (kurikulum merdeka).**

According to BSNP or the National Education Standards Agency, the definition of an independent learning curriculum is a learning curriculum that refers to an approach to talents and interests. Here, students can choose any subject they want to study according to their talents and interests. Whereas the Independent curriculum has a goal that The application of the independent learning curriculum is in principle intended to answer the challenges of education in the digital-based industrial era (industry 4.0). And, education in Indonesia is trying to align the industry with education 4.0 as well.

There are 3 characteristics of the Independent Curriculum, namely:

1. Focus more on essential material. By focusing on the essential material, the learning burden in each subject becomes less.
2. A more flexible curriculum structure.
3. Availability of many teaching tools.

One of the popular terms in the independent curriculum is independent learning (Merdeka Belajar), as the minister of education, Nadiem makarim said that the core of the independent Curriculum (kurikulum merdeka) is independent learning (Merdeka Belajar). This concept is made so that students can explore their respective interests and talents. According to the National Education Standards Agency, Independent Learning is an approach that is taken for the students in order to be able to choose the subjects they are interested in. This is done so that students can optimize their talents and make the best contribution in



working for the nation, it means that teachers and students have the freedom to innovate, the freedom to learn independently and creatively. It is one of the policies from the Minister of Education and Culture, which aims to encourage students to master various knowledge and sciences that are useful for entering the world of work

### **Some policies for Professional development**

**Educational institutions:** These institutions offer programs, conferences and courses that help you learn more about specific topics. Many continuing education courses you can take lead to a certification or degree, which will show you have the knowledge needed to perform a certain task or job.

A workshop is an event that can be conducted either on a computer or face-to-face. It is a long session of teaching and many interactive sections. The person who is conducting this workshop will be professionally qualified with certain skills and conduct the workshop to spread this skill to the people who are interested in learning the respective skills.

A webinar is an online event that will be conducted by any organization, individuals, or company. Usually, this event will be of learning new things or they exchange information they know to a group of people. It will be conducted only via computers using sites like Google meet, zoom, etc.

The certification program is a program created by the minister of education to provide opportunities for lecturers or teachers to upgrade their careers as a professional educator, and their salaries are guaranteed by the government but not yet equivalent to civil servants' salary.

Establishment of PKG (pusat kegiatan guru), MGMP (Musyawarah Guru Mata Pelajaran), KKG (Kelompok Kerja Guru), AKG (Assessment Kompetensi Guru) and many others. All of these activities are made by Indonesia government especially minister of education, those activities require teachers to follow them in order to increase the experience and professionalism of teachers, these activities are made as a forum for gathering and sharing experiences among teachers

All of those policies above can encourage the Professional development in teachers' or lecturers' practice.

### **The impact of Professional development policy in teachers' or lecturers' practice.**

#### **1.1 Based on my experience in the college, there are some impacts of professional development in particular the policy regarding curriculum changes**

Basically any change in government policy, especially on curriculum changes that are implemented by government is largely determined by the ability of teachers to implement the policy correctly. The implementation is more or less influenced by the perception and interpretation owned by teachers themselves, as explained by Lundeberg and Levin that Perceptions and interpretations of teachers towards

the curriculum is rooted in the knowledge and experience of the teacher himself (Lundeberg and Levin, 2003)

##### **1.1.1 The impact for lecturers or teachers**

The good impact is that teachers or lecturers must be qualified, it means that The teachers or lecturers had to give a lesson that the students could understand easily, and stimulate students creativity. Teachers or lecturers should be aware about changes to the existing curriculum and they should always improve their own abilities, exerting creativity

and innovation in the learning process, so that the teacher does not go out of style and can create an atmosphere in the process of learning, and the learning process becomes active, effective and interesting, when the methods used by the teachers or lecturers is very effective for students, at the end the students will definitely understand well the lesson given.

The bad impact is that changes in the curriculum that so quickly, it makes the lecturers also get confusion, and many educators (teachers or lecturers) are not ready to carry out the new curriculum, Educators are not psychologically ready, because the new curriculum demands educators to be more creative. Therefore, it takes a long time to open up the thinking insights of educators. One of them by changing through training such as workshop, webinar, lecturer or teacher's sharing (MGMP, PKG, AKG), lecturers or teachers demanded to be able to stimulate student creativity. The situation that I often face is when lecturers cannot understand the wanted of the new curriculum and what learning innovations that need to be applied in the classroom, and the cause of the emergence of the problem is because students in the college need a good way of learning methods to be developed by the lecturer in the classroom, at that time I immediately gave, learned and sought knowledge also to several senior lecturers who were there to share about the new curriculum and learning method which is good and suitable for the students in the college.

#### **1.1.2 The impact for students**

Curriculum changes have a good and bad impact on the quality of education, where The good impact is that students can learn by keeping up with the times that Increasingly advanced, Some of the demands of the times can be in the form of rapid developments in the field of technology, the ability that must be achieved by students in our country to compete with students abroad, phenomena related to the morale of the nation and preparations to face the challenges of globalization that are approaching.

In this case, in order to make students success in facing the new curriculum, they need support system from many quarters as principals, teachers, teaching staff, students even the institution itself. Students must be able to be active, creative, and innovative in finding a way out of a problem encountered in schools. The presence of a new curriculum allows students to learn more independently and think critically, if students are fully aware of the new curriculum then they will find it easier to realize the purpose of education itself.

The bad impact is that students have difficulty in understanding the new curriculum, because the government often changes the curriculum, the students can adapt to the previous curriculum, the government changes the minister of education automatically the curriculum will change as well, so it will cause confusion in students in the process of learning in the class or other places, as we know that, nowadays students can learn wherever they wanted. As what stated by Kurniawan that the negative impact of the curriculum changes is that the quality of education decreases and changes in the curriculum that so quickly it raises new problems such as declining student achievement, this because students cannot adjust to the learning system in new curriculum (Kurniawan, 2011). At that time I saw that the learning system still uses a previous curriculum which is comfortable and enjoyable for the students, I think that some students enjoy with the previous curriculum but some of those also want to be taught in a different way by utilizing the new curriculum, as we know that students today love to try new things, they want to try this new curriculum, although they still don't understand about this new curriculum.

### 1.1.3 The impact for stakeholder

Stakeholder means here are the principals of the school, rector of the college, teaching staff, the education of Indonesia, even the institution itself (school or college).

The bad impact of curriculum changes is that changes in the educational curriculum are considered less effective and efficient, too frequent curriculum changes were considered ineffective and efficient for Indonesian education. The bad impact for the principals of the school, and rector of the college are they will need extra time to inform their staff's (teacher or lecturer) about the curriculum changes and asked their staffs to follow some of the training related to the curriculum changes.

The good impact of curriculum changes is that all of the stakeholder of the school and college will study about the new thing such this new curriculum; it will add their knowledge about something which related to the world of education.

### 1.2 There are some impacts of professional development in particular the other activities recommended by the government

There are some activities recommended by the government especially the minister of education in order to upgrade teachers' or lecturers' professional development such as webinar, workshop, AKG, PKG, MGMP, and etc. the bad impact of those activities are the participant will get difficulty in time management, because they have other jobs such as teaching, doing research, and etc.

The good impacts of those activities are can learn something new, meet new friends in order to share about everything especially share about their understanding about the new curriculum.

## CONCLUSION

The professional development policy in teaching process, such as curriculum changes and other training activities have some bad and good impacts for the participants. Curriculum changes have bad impact for the teacher in the school, lecturer in the college, the students and stakeholders, they will have difficulty in understanding the new curriculum, because the government often changes the curriculum, actually they can adapt to the previous curriculum, the government changes the minister of education automatically the curriculum will change as well, so it will cause confusion for them in the process of learning. Whereas the good impact of the curriculum changes is that teacher, lecturer, students and stakeholder can learn and teach by keeping up with the times that increasingly advanced; some of the demands of the times can be in the form of rapid developments in the field of technology. The bad impact of other training activities are the participant will get difficulty in time management, because they have other jobs such as teaching, doing research, and etc. The good impacts of those activities are can learn something new, meet new friends in order to share about everything especially share about their understanding about the new curriculum. As what I did in the English language education study program, when I was as head of English department I gave the lecturer drilled for understanding the Syllabus and RPS ( Lesson Plan ).



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HALAMAN INI SENGAJA DIKOSONGKAN