The Evaluation of Sustainable Professional Development Program to Enhance English Teachers' Ability

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Abstract: This research is made based on the teachers' problem in learning process. There are some problems emerged such as teachers lack of understanding in learning steps and how to write and read for the beginner. On the other hand, teachers also do not understand how to make the appropriate lesson plan. The intentions of this research consist of knowing the implementation of the ministry of religion affair program towards students' learning outcome and the improvement of teachers' skill. However, this study is using CIPP evaluation model which is developed by Stufflebeam. This research conducted to English teachers at Islamic school in Serang city. There are twenty-seven teachers who followed this program. The choosing of participants is based on the data from the Information System for Educators and Education Personnel or we called SIMPATIKA. The data is got from the participants' test, instruments and the documentation. It shows that the program gives the good impact for teachers and students' learning outcome. There are 47% very good response and 53% good response from students related to this program and there is an increasing teachers' ability about 27% in taking pretest and posttest. Besides, the category of teachers' ability is very good based on smile face instrument and bull eyes.

Keywords: Evaluation**,** Professional, Sustainable, Teachers' Ability

A. Introduction

Teachers have an important duty and strategic role in educating nation's life, but in fact in learning process find some problems related to transferring knowledge. Teachers' problem come up from their ability in mastering material and using the suitable method (Mumary Songbatumis, 2017). It is impacted to the students' learning outcome. Actually, as a professional teacher is required with a number of minimum requirements, including a professional education qualification adequate, have scientific competence according to their field of expertise, excellent communication skills with students, creative and productive, have a work ethic and high commitment to the profession, and always do self-development continuously (continuous improvement) through professional organizations, internet, books, seminars, etc (Noorjannah, 2014).

The ability in learning process is still lack and some of them are still using the conventional method (Aldarmahi, 2016). In this case teachers also do not understand how to make the appropriate lesson plan and still lack of understanding in learning steps and how to write and read for the beginner. Lesson study as a form of continuing professional development (CPD) is to a greater or lesser degree based on Japanese models of development that particularly emphasize student learning (Burghes & Robinson, 2010). On the other hand, the problem comes up from the allocation financial school (Shaoul, 2005).

There is a financial plan for the library actually. Library is one of school facility that can improves students' knowledge (Mani et al., 2019). But in reality, this is one of problem in learning process. Actually, the financial is belong to another madrasah reform program in component 1. The evaluation is needed to help teacher and make teachers realize that tar are still many mistakes and deficiency in learning process. Evaluation is a process that shows the goals have been achieved, it is not concerned to achievement but also the improvement (Aziz et al., 2018).

The problems in the previous paragraph are emerge in some of Madrasah in Banten, especially in Serang City. There are four Madrasah that is located in Serang City. Sustainable professional development (PKB) program is implemented in order to teachers can maintain, improve, and expand knowledge and skills to carry out the learning process professionally (Irmawanty, et al., 2019).

Madrasah reform is a ministry of religion affairs program that has four components that addressed to Education. There are (1) Madrasah Self- Evaluation and Madrasah Financial Plan Program, (2) Madrasah Competition Action, (3) Sustainable Professional Development, and (4) Education Management Information System. One of components is related to teacher's development. In component 3 teachers have change to develop their ability and it is showed by the activity of consultant teachers' subject or English learning community and it is called *MGMP*. In this activity teachers gather with the same subject such as Math, English, Indonesia Language and Science. Each of groups contain of minimum member, it is 15 teachers for each group. The program that will be discussed in this study is English learning community.

In doing the activity English learning community should follow the training that is given by the facilitator (Yuan & Kim, 2014). This program begins by selecting the learning materials offered in the sustainable professional development program, each English learning community must choose two learning materials to be discussed in the activity. In the English learning community activities, the selected material is related to students' ability in literacy. Where students are indicated to

have deficiencies in understanding reading related to advertising material and greeting cards. In this case, the facilitator provides opportunities and shares knowledge on how to answer questions related to the material. On the other hand, teacher should upgrade their knowledge to have a better quality it is not just to prove but it needs to improve (Stufflebeam & Shinkfield, 2007).

In the English learning community activity in Serang city, there are two groups based on the Madrasah Working Group or it is called *KKM* and the total of 27 participants who take part in this activity. To realize these activities, Madrasah Reform provides the opportunity for English learning community participants to carry out seven activities consisting of 5 in-active activities and 2 on the job learning (practice) activities related to the selected learning materials.

English learning community activities have an important role in the development of teachers' abilities, especially to improve student learning outcomes in literacy. By the activities, it is hoped can provide an overview and make teachers aware of improving the quality of education.

B. Methods

This study uses qualitative research with CIPP evaluation model to describe the evaluation of Madrasah Reform program through sustainable professional development activity in order to improve teachers' ability and the result product is the outcome of students' literacy. In this study the research design that is used is CIPP model that is developed by Stufflebeam in 1983 that consist of four elements. They are C – Context, I – Input, P – Process and P – Product which is designed like the figure below.
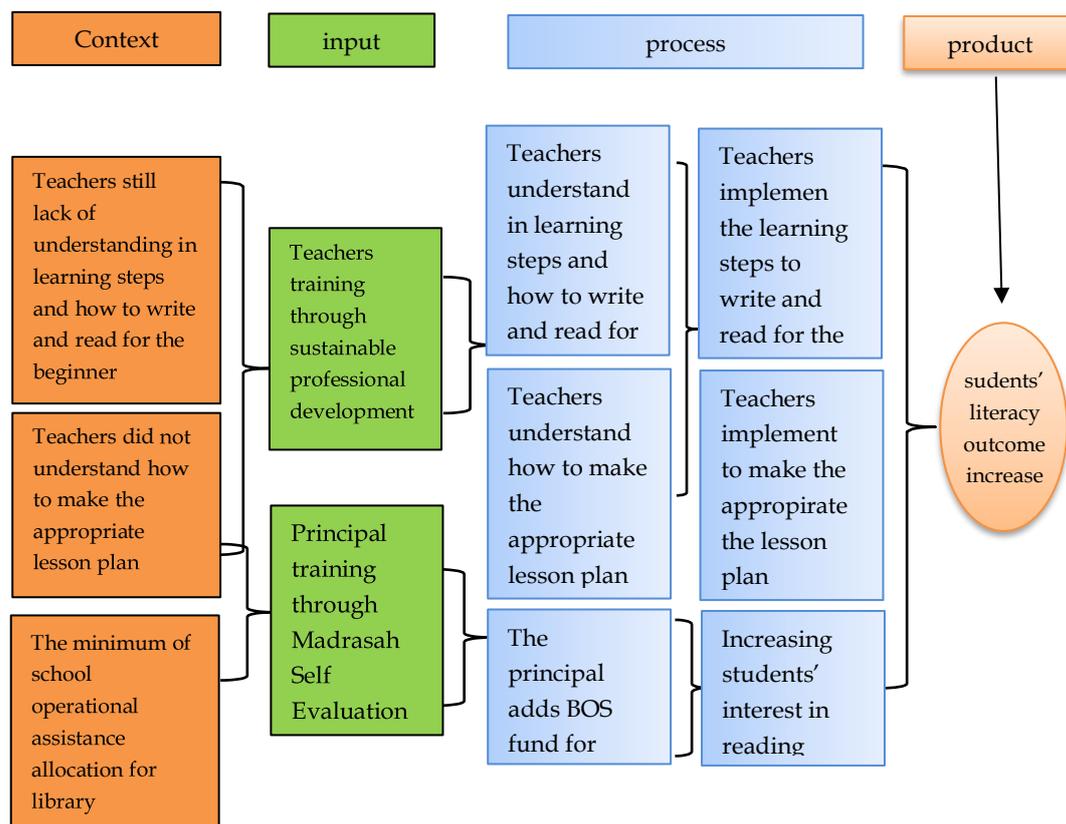
Figure 1. Model of CIPP

The data are collected using the instrument, tests include pretest and post-test and questionnaire that has been prepared by the facilitator of sustainable professional development program. On the other hand, the name of the instruments is consisting of bull eyes, smile face and quality grid import that support the product of the research.

C. Result and Discussion

The activity consists of seven steps for the whole program. English learning community started the activity on 10th of November 2021and it was called IN service learning (active) 1 and end on 6th of December 2021. All the participants took the pretest that consist of two teachers' ability there are pedagogic competence and professional competence. Then, there were some general materials that conveyed by the ministry of religion affairs official and also provincial facilitator.

The general material presented was related to tolerance in diversity and the policies of the sustainable professional development program. Furthermore, the special material provided by the regional facilitator is related to the material for the English learning unit which consists of compulsory learning units (advertisement) and

optional learning units (greeting card). In this activity, participants got directions on how to deliver learning materials that accordance with learning objectives. Besides, there was teachers' practice to make some questions based on the goal of material. They were (1) social function, (2) text structure, and (3) language feature.

Discussion is a core activity where participants share experiences and make reflections on the activity. From the results of the discussion, it will produce an activity which will then proceed to the second activity called on the job learning (practice) by not leaving the learning objectives. It is intended that students are able to improve their ability to understand questions and be able to answer questions correctly. In the IN (active) 2 activity, participants had the opportunity to reflect on activities where the results of implementing the sustainable professional development program activities will be reported along with obstacles and student learning outcomes. The reports are in the form of videos of teaching activities and photos of learning activities then reflected together with other participants using the observation sheet of, on the job learning (practice).

The next activity was IN (active) 3 with optional learning units. This learning unit discusses greeting card material with the same learning objectives as the previous material. However, as same as compulsory learning unit activities, participants must be able to apply appropriate learning methods in accordance with learning objectives so that students' outcomes are maximized. Then the result of discussion was handled as a report of program. This optional learning unit divided into two activities with the same theme. The first activities were explaining the unit by regional facilitator then following by the practice in the group. This activity discussed how to read questions and how to answer them appropriately according to the learning objectives. In addition, students were introduced to new words that usually appear in national examination questions so that students had understood the direction of the question.

This activity is peer teaching. All participants should act as a teacher like usual then other participant pretended as students. In this time, all participants had to choose material that should be practiced. However, in the end of peer teaching all participants would be given some suggestions and criticize by other participants. Before the reflection activity, as usual all participants had to return to their respective schools to practice their learning outcomes in the sustainable professional development program as activity ON (practice) 2. In practicing learning units, all participants must look at the objectives of learning and in accordance with core competencies and basic competencies. Then these practical activities were brought as a report for further discussion on reflection activities.

In the IN (active) 5 activity, all participants presented the results of the ON (practice) activity then the other participants assessed using the observation sheet that has been described in the figure above. After the activity has completed, all participants got a posttest as the final assessment of participants in getting the sustainable professional development program. In this case, the results of the participant's test became a reference for whether there is an increasing in teachers' ability in the learning process with the final result being students' literacy outcome. The schedule of English learning community in doing sustainable professional development program is shown in figure below.

Table 1. Learning Organization in Training

Compulsory Learning Unit (Advertisement)

No	Activity	Learning material	Total Hour	Output
1	In Learning Service (IN) 1	Study of learning unit material 6 (Advertisement) Development of learning designs that are in accordance with the conditions and needs	8 hours	Learning Design for on the job learning activities
2	On the job learning (ON)	Doing learning in each madrasah according to the learning design	8 hours	On the Job Learning Report
3	In Service Learning (IN) 2	Discuss and reflect the ON practice report	4 hours	Documentation of teacher good practices related to material
	Total		20 hours	

Table 2. Optional Learning Unit (Greeting Card)

No	Activity	Learning material	Total Hour	Output
1	In Learning Service (IN) 3	Study of learning unit material 4 (Greeting Card) Conducting discussions/brainstorming/ simulations/case studies/worksheets/design class action research	8 hours	Learning Design for on the job learning Activities
2	On the Job Learning (ON)	Doing learning in each madrasah according to the learning design study the description Independently	8 Hours	ON the Job Learning Report
3	In Service Learning (IN) 2	Discuss and reflect the ON practice report	4 Hours	Documentation of teacher good Practices related to Material
	Total		20 Hours	

The result of on-the-job learning was 47% from 21 Madrasah in Serang city gave a very good response and 53% Madrasah gave a good response activity in doing learning process. The data got from the video and teachers' explanation during doing on the job learning (ON) and observation sheet. The result of on-the-job training can be seen as the figure below.

Table 3. On the Job Training Data

No	Madrasah Name	Activity Very good	Good	Enough
1	MTs N 1 Kota Serang	√		
2	MTs Daarul Masyuroh		√	
3	MTs Darul Irfan	√		
4	MTs Hidayatul Athfal		√	
5	MTs Al-Fathaniyah	√		
6	MTs Masarratul Muta'allimin	√		
7	MTs Al Khairiyah Badamusalam		√	
8	MTs Insan Azkia		√	
9	MTs Ihsaniyah	√		
10	MTs Al-Battani	√		
11	MTs N 2 Kota Serang		√	
12	MTs Al-Hidayah Nufus		√	
13	MTs Al-Khairiyah Kalodran		√	
14	MTs Mathla'ul Anwar Cigoong	√		
15	MTs Jariyatul Islamiyah	√		
16	MTs Ar-Rahman Cidadap	√		
17	MTs Al-Rahmah		√	
18	MTs Fahmil Qur'an		√	
19	MTs Al-Khairiyah Pipitan		√	

The result of pretest and post test showed that almost all teachers (participants) have a good competence in pedagogic and professional. There were 20 questions were related to the policy of the ministry of religion affairs, active learning, how to handle students in class and for professional competence, namely about the learning units carried out in the sustainable professional development program. There were 27 participants from 21 Madrasah in Serang city who followed this program. The result of Pretest and Posttest can be seen in the figure below.

Table 4. The Result of Pretest and Posttest

No	Participant Name (Initial)	Pretest	Posttest
1	AM	60	70
2	MT	65	50
3	AA	75	70
4	HK	35	60
5	SR	0	85
6	NJ	60	70
7	MA	45	40
8	RO	45	70
9	RZ	55	85
10	TU	70	75
11	NF	0	65
12	HN	60	60
13	JJ	80	80
14	MA	35	60
15	TM	70	90
16	LJ	0	60
17	NL	30	50
18	IR	0	65
19	YW	0	40
20	YR	60	80
21	ES	70	85
22	RA	0	65
23	NY	0	60
24	NE	0	55
25	IP	80	80
26	MA	0	60
27	AM	75	70
Mean		**39,6**	**66,6**

The score showed the mean in pretest was 39.6, about 33% of participants has over time to do the pertest so they did not get the score. The mean of posttest showed 66.6. However, there was an improvement teachers' ability about 27%. Another data was got from the bull eyes, smile face and quality important grid that has been prepared by sustainable professional development program. In the smile face participant could give the mark by emoticon symbol to describe how the facilitator gave the material during sustainable professional development learning and how participant can accept the material well. There are 5 IN (active) activities that should participant assess. The calculated score can be seen in the figure below.

Table 5. The Evaluation of IN Service Learning

No	This activites detail	Analyze result IN 1	Analyze result IN 2	Analyze result IN 3	Analyze result IN 4	Analyze result IN 5
1	Evaluation of participants' feeling towards the implementation of learning activites using the smile face instrument					
2	Evaluation of the quality of implementing PKB activities using the Bull Eyes instrument.	The percentage results are 93% Very Satisfied and 7% Satisfied	The percentage results are 74% Very Satisfied and 26% Satisfied	The percentage results are 89% Very Satisfied and 11% Satisfied	The percentage results are 81% Very Satisfied and 19% Satisfied	The percentage results are 93% Very Satisfied and 7% Satisfied
3	Learning strategy used the whole quality of Operation The suitability of materials and curriculum/ materials/ modules/ with the needs of participants in the workplace					
4	Facilitator competence Quality of participant service					
5	Effectiveness of study groups Time allocation accuracy					
6	Quality of learning media					

The percentage of in learning evaluation activity using smile face and bull eyes instrument can be seen as the following below.
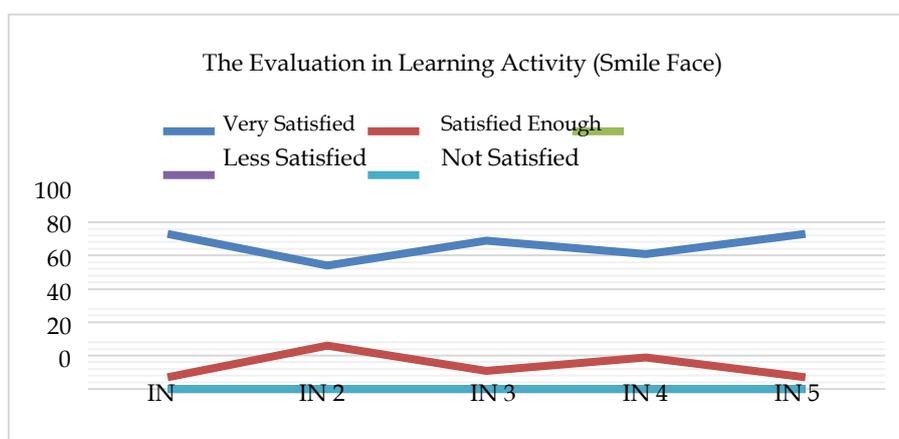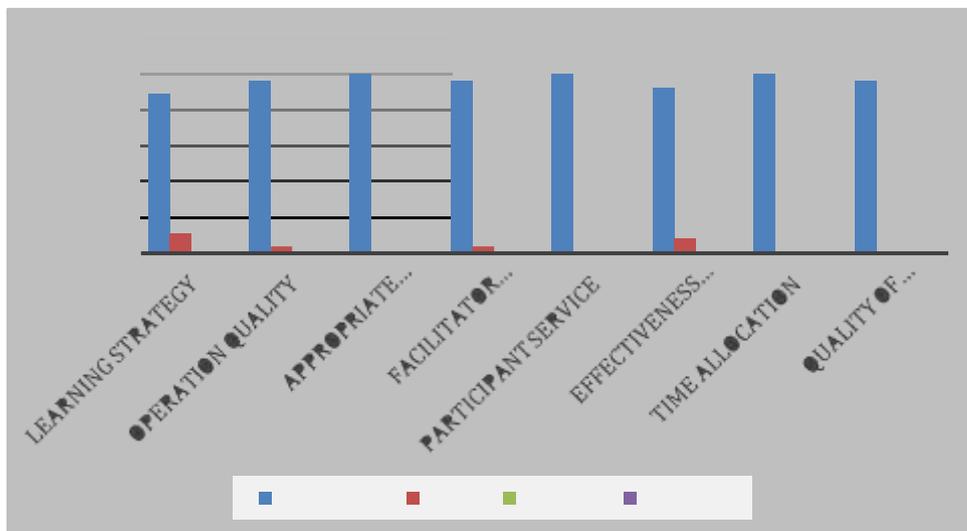

Figure 2. The Evaluation in Learning Activity (Smile Face)

There were eight categories in bull eyes instrument that should be assessed by participant. The criteria consist of four by using number of symbols. It was like a spider net with the question's activity. The totally result of bull eyes instrument explained in the following figure below.

As the result above, it could be seen that the sustainable professional development program gave good results for the development of teachers' abilities. The data showed that the participants' ability was very good in receiving the material and the facilitator's ability in delivering the material can be accepted by the participants so that it could improve the participants' competence in all activities. The data also showed that the process of sustainable professional development through the instruments above had increasing and gave the good result as a product in CIPP evaluation model.

D. Conclusions

Based on the interpretation data in the previous explanation it can be concluded that sustainable professional development which is a madrasah reform program is able to improve the quality of madrasah and improve the ability of teachers both in pedagogic competence and professional abilities. Through seven activities consisting of 5 in service learning and 2 on the job learning, participants have the opportunity to find out more about making good lessons plan and how to teach literacy to students so that students' literacy outcomes are increasing.

E. Acknowledgement

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