

## **Chapter One**

### **Introduction**

This chapter is divided into several points. Those are the background of the research, statement of the problems, delimitation of the problems, and research questions. The objectives of the research, the significance of the research, and organization of the chapter are also presented in this chapter.

### **Background of the Research**

Education is one of the important aspects that cannot be ignored in this life. Education is also expected to have a significant function in the progress of each nation. Education also gives the knowledge of social conduct, strength, character, and self-respect. Bahrdwaj (2016) stated that education is an activity in learning from experience, learning from people, learning from success and failures, and then becoming a person we are meant to be. Therefore, it is very important to pay attention and improve the quality of education, especially in Indonesia.

According to PISA 2018 (Programme for International Student Assessment) one program that can assess the quality of education in the world, students in Indonesia scored lower than the OECD (Organization for Economic Co-operation and Development) average in reading, mathematics and science. In reading, mean score of Indonesian students is 371 out of 487

OECD average. In mathematics, mean score of Indonesian students is 379 out of 489 OECD average. In science, mean score of Indonesian students is 396 out of 489 OECD average. It can be indicated that some parts of reading, mathematics, and science of Indonesian students still need improvements.

In Indonesian context, Joko Widodo as the president has launched the policies to improve the quality of education. These policies required every student in every education level has rights to get basic education comprising religious education, educational services according to their talents, interests, and abilities, tuition fees for those whose parents cannot afford to pay for their education, move to an education program on the same path and other education units, complete the education program in accordance with their respective learning speeds and do not deviate from the stipulated deadline provisions (The law of National Education System No. 20/2003).

However, one of the factors that influence and considered responsible for education is teachers. Teacher is a profession or job that requires specific skills, meaning that not anyone can become a teacher. The teacher and lecturer law No. 14/2005 mentioned that the teacher is an expert educator who has the main job to educate, instruct, direct, train, and assess learners through formal education, such as basic education and secondary education.

There are several factors which indicate insufficient level of teacher professionalism in Indonesia. Lack of attention, time, and energy given by the

teacher to students can be regarded as indications of the low commitment of teachers in carrying their duties (Nirwana et al. 2015). Those situation and conditions are common in every formal education institution. Then, teachers who have low performance ability will find it difficult to achieve the expected results.

According to the Teacher and Lecturer Law No 14/2005, teachers are required to have pedagogical, social, personal, and professional competence. Those competences are required to improve teachers' capacity in teaching. One of these competences can be obtained through training both organized by the government or by the school through the initiative of the principal. At present, teachers currently conduct training activities that are usually carried out on the basis of a top-down policy and bottom-up training activities. The top-down policy is provided by the government in the form of MGMP (*Musyawaharah Guru Mata Pelajaran* or Subject Teacher Working Group for Secondary School Teachers), P4TK (*Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan* or Centers for Professional Development and Empowerment of Teachers and Personnel), PLPG (*Pendidikan dan Pelatihan Profesi Guru* or Education and Training for Teaching Profession) (Rahman, 2016). According to the Teacher and Lecturer Law No. 14 Year 2005, the top-down policy is made by the government, local government, or even the community like the principal to foster and develop

teacher professionalism. On the other hand, the bottom-up training activities are the initiative among teachers to conduct teacher professional development training activities.

Therefore, the role of the principal like supervision, strategies, or monitoring and evaluation are needed with a purpose to mobilize all sources in schools, resulting in high work ethic and high productivity in attaining purposes especially in the improvement of educators' professionalism. Bredeson (2006) stated that school principals have the competencies to persuade the system, maintenance, and venture of the school. He also agreed that principals are mentioned as the main character who offer strong leadership in staff improvements such as teachers over their advice, help, and skill to persuade others (as cited in NSDC, 1995, p. 388). Based on these statements, a principal becomes the main key to support and monitor teacher professional development activities in the school.

A principal has important roles in supporting teacher professional development at schools. Also, to make the trainings or other development compenence run well, the principals can apply strategies or policies in supporting teacher professional development process. Krüger, Witziers, and Slegers (2007) stated that a strategy is the principal's actions which can affect the educational organization and culture. That is why the principals' strategies are needed to support teacher professional development. However,

the principal's strategy does not always run well, rather it sometimes has constraints, such as the distribution of tasks to teachers are not evenly managed, some teachers do not express desires and shortcomings in learning, or even the school condition is potential to become one of the problems.

In detail, these problems are more various between one school and another, and it is very interesting to find out these phenomena. Therefore, this study was conducted to explore further about two secondary school principals' experiences regarding TPD. In particular, the study is aimed to investigate the principal's opinion about TPD, the strategies applied by these two secondary school principals in supporting teacher professional development in their schools, and the obstacles faced by these school principals while implementing their strategies to support teacher professional development at two secondary schools.

### **Statement of the Problem**

There are several important factors that influence educational institutions, one of which is educators or commonly referred to as teachers. The teacher and lecturer law No. 14/2005 mentioned that the teacher is an expert educator who has the main job to educate, instruct, direct, train, and assess learners through formal education, such as basic education and secondary education. Fahriany (2014) argued that to become a professional teacher, the teacher should design and always evolve their learning programs,

perform and set their teaching and learning process, evaluate their programs, improve their learning program regarding the evaluations, and help the students' difficulties in learning (p. 5).

However, in fact there are several factors which indicate insufficient level of teacher professionalism in Indonesia. The lack of attention, time, and energy given by the teacher to students can be the indications of the low commitment of teachers in carrying their duties as teachers (Nirwana et al. 2015). Those situation and conditions are common in every formal education institution. Then, teachers who have insufficient performance ability will find it difficult to achieve the expected results. From these cases, the principals' role is needed for succeeding professional development of teachers.

One of the main jobs of the principal is to build and keep an absolute and well the teaching and learning environment for school employees, including professional staff (Bredeson, 2006, p. 386). Therefore, every school principal should have their own strategies to support teacher professional development. It is very interesting to find out that there are many various strategies applied by the principals and there are also some obstacles that the principal faced while implementing it. Therefore, the researcher is interested to investigate the principals' opinion regarding TPD in their school. Furthermore, the researcher is also interested to investigate the strategies to

support TPD and the obstacles that the principal faced while implementing these strategies.

### **Delimitation of the Problem**

There are some factors that influence teacher professional development. Some of the factors that influence teacher professional development are the principals' role, principals' strategies, or even the leadership of the principal. However, this study is focused on the principals' opinion regarding TPD in their school, the principals' strategies in supporting TPD among teachers, and the principals' obstacles while implementing the strategies to support TPD in their school. Of many secondary schools, this study just focused on two principals from two different secondary schools. In addition, this study was conducted by using case study qualitative research design using individual interview and document analysis.

### **Research Question**

The research questions of this study are formulated as follows:

1. What are the principals' opinions regarding teacher professional development in their school?
2. What are the principals' strategies in supporting teacher professional development?
3. What are the principals' obstacles in implementing the strategies to support teacher professional development?

### **Objectives of the Research**

There are three objectives in this research. The first objective of this research is to investigate the principal's opinion regarding teacher professional development in their school. The second objective of this research is to investigate the principals' strategies in supporting teacher professional development among teachers. Then, the third objective is to investigate the principals' obstacles in implementing the strategies to support teacher professional development.

### **Significance of the Research**

The researcher hopes that the findings of this research is useful for the principal, the teacher, the school, and the similar future researcher.

**For the school principals,** it useful for the principals as the information about the strategies for the teachers to maintain teacher professionalism and the obstacles while implementing the strategies to support teacher professional development. This study can aid the principals to know the appropriate strategies to support teacher professional development that they might use in their school.

**For the teachers,** it useful for teacher as the information towards the teacher professional development programs. By getting the information regarding the principal's strategies to support teacher professional



development, teachers can propose the principal in their school to apply the same strategies from this research.

**For the schools**, it useful for the schools as the information towards the principal's strategies to support teacher professional development. In addition, other schools know what the strategy to support teacher professional development is. In addition, the research findings may help the schools to apply same strategies to support teacher professional development.

**For the future researchers**, this study can be used as a reference to future researchers who want to discuss the same topic. Moreover, this study could help other researcher to know the principal's strategies to support teacher professional development and the challenges that the principals faced during implementing the strategies. Furthermore, the findings of this study may be used by other researchers as a comparative study for them.

### **Organization of the Chapter**

There are five chapters in this research report. The first chapter discusses about introduction including background of the study, statement of the problem, delimitation of the problem, research question, objective of the research, significance of the research, and the last is organization of the chapter.

The second chapter discusses about literature review. The researcher explains about the literature review that is related the theories of teacher professional development. It also presents information that related to the study.

The third chapter discusses about research methodology. In this chapter the researcher chose the appropriate research design for this study. It also covers research setting, research participant, data collection technique, data collection procedure, and data analysis.

The fourth chapter discusses about the finding and discussion of the research. This part talks about the data based on the participants point of view and comparison between the data and document to complete the explanation in this chapter. However, in-depth discussion also needed in order to make this chapter becomes understandable.

The fifth chapter is conclusion and recommendations. The researcher explores about the conclusion of the research also give some recommendations for principals, teachers and future researchers.