

Teacher Professional Development Seen From Training Implementation, Teacher Empowerment and Teacher Mindset at Center of Development and Empowerment for Teacher and Education Personnel (PPPPTK) Medan

Bongguk Haloho

Post Graduate Program, State University of Padang, Indonesia

Abstract: *This study aims to determine the relationship among the training implementation, teacher empowerment, teachers mind set and teacher professional development. The research method used quantitative methods with the number of respondents as many as 90 vocational school teachers from Sumatera and Kalimantan. Data were processed using path analysis. The results showed: first, the training implementation directly affects teachers mindset of 20.07%. Secondly, teacher empowerment directly affect teacher mindset 21.90%. Third, Implementation Training directly influence on the Teacher Professional Development 10.11%. Fourth, Teacher Empowering directly influence the Teacher Professional Development at 0.0756 or 7.56%. Fifth, Teacher Mindset directly influence the Teachers Professional Development of 18.83%. Based on the results of the study suggested: first, Head of Education districts/cities in formulating policies relating to teachers professional development encourage the participation of teachers in training, teacher empowerment, and development mindset. Second, teacher training institutions in order to improve the quality and quantity its training. Third, the school superintendent shall carry out its role priority on empowering teachers and teacher development mindset. Fourth, principals should encourage the professional development of teachers. Fifth, the teacher does not stop improving the ability of the profession to do through the seriousness of the following training, developing mindset and utilize empowerment fullest.*

Keywords: *training implementation. teacher empowerment, teacher mindset and teacher professional development.*

I. Background

Vocational High School as the kind of education that prepares graduates to enter the workforce/business, supposedly able to keep abreast of the fast-growing technology. Rapid technological developments in the industry often lead to gaps in terms of mastery and knowledge of technology by teachers in vocational schools. Center of Development and Empowerment for Teacher and Education Personnel Medan should always be able to analyze this gap, so it is able to correctly identify the type of training that will be held.

A further factor, is the competence and training of teachers, particularly in terms of ability and mastery of training material that teaches how to present the material and the ability to approach training participants in adult learning (andragogy). A trainer should be aware that the training was part of adult learning, so that a position of lecturers should be able to put the training participants as adults who are developing their own potential.

Another factor is no less important in determining success is the availability of training in infrastructure and training. Vocational is closely associated with technology, so that it becomes a necessity for teacher training institutions to continually develop its infrastructure. Teacher training institution least able to bridge the gap ownership of infrastructure, especially regarding technology owned by vocational high school with the demands of the industrial world. So through the bridge, at least participant training to improve their competence in terms of mastery of the latest technology, vocational high school where he served as yet able to have the required equipment.

The last, but not least important in a factor of education and training is a training services administration, ranging from call participants of the training of senior high, participant acceptance, service participants during the training and returns to senior high participants assignment. A brief illustration to describe how the administration in service training, so instrumental in the success of the participants in the training follow.

Teachers Professional Development is not limited in terms of increased capacity or competence, but other factors can not be ignored is the follow-up after the development, ie empowerment. Empowerment in the context of professional development is one manifestation of the continuous form. A teacher who has experience and follow a training, will not get any results if there is no chance of empowerment, and even tended to be under pressure (stress). The best of both concepts, science, improvement of knowledge, technology and competencies

acquired a vocational high school teacher after training, if no empowerment in vocational schools assigned place, the development of professionalism is not running. Various complaints presented by the teachers Vocational High School in discussions in the classroom during the training process. One of the problems most often complained of the teachers are facing obstacles in the implementation of the results of training in school.

The other problem is the sense of teachers empowerment regarding unfair received, when there is an opportunity to follow training for the development. Based on discussions and interviews conducted by the organizers of the training, there are still many problems faced by vocational teachers in the surrogate, which is concerned with empowerment, among others, the lack of schools implementing school development (eg, through in-house training), lack of management initiatives schools in collaboration with the industry as a place to improve the technical skills of teachers. Everything that lead to pessimism and apathy in developing teacher professionalism, because it considers not empowered.

But really, when teachers faced external problems in their professional development, there is still one more factor that has a very strong and dominant role, namely to develop self- motivation that comes and grows from within the teacher concerned. As described previously, increased professionalism is also determined by internal factors, especially motivation, which in this case is the most prominent is the desire or motive to excel. Indeed internal motivation factor is the greatest role, when talking about self-development.

The desire to excel is very closely related to how the mindset to the profession of the teacher is assigned. Implementation of mindset is what we think will determine what we do. Our mindset is going to affect the character, habits, the behavior and attitudes of teachers towards their work. This mindset is influenced by a belief system or a shared value system, family values, education, and environment. Therefore, we must ensure that our mindset simply shaped and influenced by the values of good and true. It is necessary for researchers to discuss the mindset of someone who had been a teacher, was associated with ongoing professional development, especially after the teacher's certification has been carried out.

Another problem that often occurs is that the amount of money that has been received as allowance, is not used to develop the professionalism, but used for the things that are consumptive by most teachers. These things are very closely relevant with the mindset, that is how he sees himself and his profession as a teacher, who will then have an impact, how she maintains professionalism through self-development.

Based on the above, the authors felt the need to conduct a study to determine how the continuation professional development of teachers in terms of factors of education and training, teacher empowerment and teacher mindset.

To enhance competency and development of teachers, Indonesia government provides training institution, one of them is Center of Development and Empowerment for Teachers and Education Personnel Medan (PPPPTK Medan). This institution facilitates teachers to improve and develop their competence, through education and training. PPPPTK Medan is the only PPPPTK outside of Java. Its covers of development vocational school teacher in Sumatera and Kalimantan. One of the teacher professional development program is Vocational Training for TVET teacher. The aim is to facilitate the improvement of teacher competence to support professionalism through education and training.

Benefit of research for TVET are as below:

Theoretically, this research is expected to contribute thoughts in knowing how teacher training influence competency of vocational school teachers at Center of Development and Empowerment for Teacher and Education Personnel Medan, mindset of teachers and teacher empowerment for continuous professional development of vocational school teachers in the province as building region of Center of Development and Empowerment for Teacher and Education Personnel Medan.

In practice, the results of this study are expected to contribute and information for Human Resources Development Agency of Education and Education Quality Assurance, Center of Development and Empowerment for Teacher and Education Personnel Medan (PPPPTK Medan), Head of Department of District Education and other institution involved in the case building of continuous professional development of vocational school teachers, improving the quality and competitiveness of TVET graduates of the nation.

II. Theoretical studies

The term comes from the English profession that profession. In Indonesian English Dictionary, " means work profession " (Echols & Shadili, 1996:449).¹⁾ Understanding in the dictionary explains that a work is a profession. Furthermore Arifin (1996:105) *Capita Selecta Education* suggests that the profession of Education means the same as the word occupation or jobs that require skills acquired through education or specialized training.²⁾ This understanding makes clear that not all the work is a profession because there are times when a job without the need for special education and training beforehand. Sururi (2002:1) defines more broadly that "professions are occupations that require implementation based on education or expertise, skills, certain vocational".³⁾ This definition suggests that the profession requires in addition to education, also leads to skills

and certain vocational. A job done professional requires expertise and special skills in the culprit. Profession is a demanding job title or skills (expertise) of its members. That is, it can not be done by any person who is not trained and not prepared specifically to do the job. As professionals, teachers are required to validate their knowledge, either through self-study or through coaching and development programs instituted by the government. Thus, teachers can maintain, improve, and expand their knowledge and skills to implement the learning process in a professional manner. Quality learning is expected to enhance the knowledge , skills , and attitudes of learners.

According to the American Heritage Dictionary in S.Bev Jennie (2007: 21), the mindset is "a fixed mental attitude or disposition that predetermines a person's responses to and Interpretations of situations."⁴¹ Translation is something like this: firm belief that the basis of the responses and the interpretation of which is owned by someone. When a person starts using his thoughts on his personal presence then he will think that it is necessary for him. Regardless how the quality of thought brings a person to change. The process that led each person is the most important interpreted. In the process of this act mindset. So it can be directed ability whether that would be given a greater opportunity for self-development. When one considers all of the fixed ability talents, abilities, IQ owned is something perfect and are satisfied with it then he's using a fixed mindset. Next is the growth mindset, this mindset will lead changeable ability to further develop one's own active role, with whatever conditions the level of intelligence, talents, and abilities. Mindset position itself according to Carol (2007) is a strong belief and mindset that exists in every human consciousness where everyone can change, just how each person to determine an objective mindset to choose which one to deliver them.⁵¹ Specifically for teachers who developed mindset he was more interested in learning rather than on teaching, they would continue to enjoy learning along with the students, not just pass on their knowledge from time to time because it would be boring and not let him develop. This is because knowledge alone will never stop growing.

Nitisemito (2001:86), describes the notion of "training is an activity of the organization or institution that intends to improve and develop the attitudes, behaviors, skills and knowledge of employees in accordance with the wishes of the organization concerned".⁶¹ Before the training, first analyzed the need for staff skills in supporting their work. Such skills are expected to be met through specific training so that in the end were able to achieve organizational goals.

Understanding of education and training led to some experts, but in general notions that does not cause a significant difference. Hasibuan (2007) gives the definition of "training is an effort to improve technical skills, theoretical, conceptual and moral employees in accordance with the needs of the job / position".⁷¹ Training is an attempt to eliminate the gap between the elements that are owned by someone with the desired elements of the organization. These efforts through increased employability by increasing their knowledge and skills.

In modern society the teaching profession has been changed into a professional teacher where teachers in the past considered to have more knowledge than the students, but in today's information society is possible, even a lot of cases that show that students master the knowledge more than the teacher (Tilaar, 2005).⁸¹ Therefore the teaching profession should be prepared and continue to receive the attention that teachers can follow the development of Science and Technology. Teachers are required to always be able to develop themselves and professionalism.

One effort to meet the challenges of a professional teacher is to empower the teaching profession . As mentioned in article 7, paragraph 2 of Law No.14 2005 "Empowering the teaching profession or professional empowerment through the development of self- organized lecturer conducted democratically, equitable, non-discriminatory, and sustained by upholding human rights, religious values, cultural values, diversity of the nation, and the professional code of ethics ".

Empowerment containing two terms , namely : (1) to give power to (give power, power transfer, delegate authority to other parties, (2) to give ability to (attempt to give the ability) (Oxford English Dictionary). According to Subroto (Surabaya) mensyiratkan this sense that the concept of improving the quality of education has not been to optimize the performance of teacher empowerment, which has a role in improving the quality of education. Empowering educators embodies the nuances of capacity building in human resources empowerment of teachers through the development of various abilities (performance) and responsibilities as well as synergistic atmosphere between the government (the people) with the teacher. Consistent with the above understanding that empowerment is closely related to work motivation. When teachers are given the power (in terms of education), delegated or entrusted with the responsibility to develop themselves, this is a motivation for them.

III. Research Methodology

The population in this study are all alumni of training for vocational school teachers in PPPPTK Medan in 2011 in the region of throughout Sumatera and Kalimantan. Affordable population is 530 people and the number of samples are 90 vocational school teachers. Sampling technique used is *Proportional Random Sampling*. Data were analyzed using path analysis. The requirements tests of path analysis done involve normality test, homogeneity test and significance of regression test.

IV. Studys Results

Data analysis using path analysis conducted after the test requirements analysis including normality test, homogeneity test, test and test regessi linearity. The test results by using path analysis are presented in Table 1 and 2 below:

Table 1. Direct Effect of Exogenous Variables (X1 and X2) on the endogenous variable (X3)

Variable Eksogenous	Path coefficient	Direct effect on teacher Mindset (X ₃)	Sum
Training Implementation	0,448	$0,448^2 = 0,2007$	0,2007
Teacher Empowerment	0,468	$0,468^2 = 0,2190$	0,2190
X ₁ , X ₂ (together)			0,7370

Table 2. Direct Effect of Exogenous Variables (X1, X2, and X3) on the endogenous variable (Y)

Variable Eksogenous	Direct effect on teacher professional development (Y)	Indirect effect on teacher Mindset (X ₃)	Sum
Training Implementation	$0,318^2 = 0,1011$	$0,172^2 = 0,0295$	0,1306
Teacher Empowerment	$0,275^2 = 0,0756$	$0,155^2 = 0,0240$	0,0996
Teacher Mindset	$0,434^2 = 0,1883$		0,1883
X ₁ , X ₂ , X ₃ (together)			0,9110

- a. Implementation Training directly influence on the teacher mindset is about 0.2007. This suggests that competence through training direct impact (contribution) to the teacher mindset 0.2007 or 20.07 %.
- b. Secondly, Teacher Empowerment infulence on teacher mindset directly is about 0.2190. This suggests that variation Teacher Empowerment direct impact (contribution) to the Teacher's Mindset 0.2190 or 21.90 % . Empowerment of teachers is one of the steps taken by the principal in order to optimize the potential of teachers.
- c. Third, Implementation Training directly influence on the Teacher Professional Development is about 0.1011. This suggests that variation in Training Organisation providing direct effect (contribution) to the Continuation Professional Development of Teachers is 0.1011 or 10.11% .
- d. Fourth, Empowering Teachers directly influence the Teacher Professional Development is about 0.0756 . This suggests that variation Teacher Empowerment direct impact (contribution) to the Continuation Professional Development of Teachers is 0.0756 or 7.56% .
- e. Fifth, Mindset Guru directly influence on the Teacher Professional Development at is about 0.1883 . This suggests that variation Teacher's Mindset direct impact (contribution) to the Continuation Professional Development of Teachers is 0.1883 or 18.83 % .
- f. Sixth, Implementation Training indirect effect on Continuation Professional Development of Teachers through Teacher Mindset is about 0.0295 . This suggests that the variation of the Implementation Training an indirect effect (contribution) to the Continuation Professional Development of Teachers through Teacher Mindset is 0.0295 or 2.95 % .
- g. Seventh, Teacher Empowerment indirect effect on Continuation Professional Development of Teachers through Teacher Mindset is about 0.0240. This suggests that variation Teacher Empowerment an indirect effect (contribution) to the Continuation Professional Development of Teachers through Teacher Mindset is 0.0240 or 2.40 % .
- h. Eighth, Training Implementation and Teacher Empowerment together directly influence the Mindset Guru is about 0.7370 . This suggests that variation Training Implementation and Teacher Empowerment jointly direct impact (contribution) to the Master's Mindset is 0.7370 or 73.70 % .
- i. Ninth, the Implementation Training, Empowerment and Mindset Guru together directly influence the Teacher Professional Development at 0.9110. This suggests that variation in Training Implementation, Teacher Empowerment and Teacher Mindset jointly direct impact (contribution) to the Continuation Professional Development of Teachers at 0.9110 or 91.10 % .

V. Conclusion

- a. Training implemantation directly influence the mindset of teachers. This means that if teachers follow training competencies, the more likely a teacher mindset will be more developed.
- b. Empowering teachers directly influence the mindset of teachers. This means that if the empowerment of teachers increased, the tendency mindset of teachers will be developed.
- c. Training Implementation directly influence on the Sustainable professional development of teachers. This means that if teachers follow training competencies, the trend of teacher professional development will better.

- d. Empowering teachers directly influence the continuation professional development of teachers. This means that if the empowerment of teachers increased, the tendency of teachers' professional development will get better.
- e. Mindset teachers directly influence the continuation professional development of teachers. This means that if the teacher mindset is developed, the tendency of teachers' professional development will get better.
- f. Indirect effect of education and training to the continuation professional development of teachers through teacher mindset. This means that if teachers follow training competencies, the trend of teacher professional development will get better through mindset development.

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