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THE MODEL OF PROFESSIONAL DEVELOPMENT PROGRAM FOR THE INTERNATIONALIZATION OF SECONDARY EDUCATION: CASE STUDY IN SMA LOKON, NORTH SULAWESI

¹ Ferry Doringin, ²Sasmoko

^{1,2} Primary Teacher Education Department, Faculty of Humanities, Bina Nusantara University, Jakarta, Indonesia, 11480

²Research Interest Group in Educational Technology, Bina Nusantara University, Jakarta, Indonesia, 11480

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The model of professional development program for the internationalization of secondary education: Case study in SMA Lokon, North Sulawesi (Conference Paper)

Doringin, F. , Sasmoko

Primary Teacher Education Department, Bina Nusantara University, Faculty of Humanities, Jakarta Barat, Indonesia

Abstract

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The paper discussed about the importance of Professional Development Program in Lokon High School (SMA Lokon) in North Sulawesi, Indonesia and its effort to become an international standard school. Using qualitative case study, the research used interview method in gathering data. The researcher interviewed five teachers who teach in the school and used their answers to analyze the concept of the professional development program in the school, the kind of professional development programs, the implementations and some other issues. The paper concluded that internationalization of secondary education in Lokon High School depended on its human resources, the skills of its people or teachers. To build and maintain human capital, the teachers of the schools must develop some skills, including their English language skills, curriculum development, and teaching methods. © 2017 IEEE.

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The Model of Professional Development Program for The Internationalization of Secondary Education: Case Study in SMA Lokon, North Sulawesi

Ferry Doringin

Primary Teacher Education Department
Bina Nusantara University
Faculty of Humanities
Jakarta Barat, Indonesia
Ferry.doringin@binus.ac.id

Sasmoko

Primary Teacher Education Department
Bina Nusantara University
Faculty of Humanities and Research Interest Group in
Education Technology
Jakarta Barat, Indonesia
Sasmoko@binus.edu

Abstract—The paper discussed about the importance of Professional Development Program in Lokon High School (SMA Lokon) in North Sulawesi, Indonesia and its effort to become an international standard school. Using qualitative case study, the research used interview method in gathering data. The researcher interviewed five teachers who teach in the school and used their answers to analyze the concept of the professional development program in the school, the kind of professional development programs, the implementations and some other issues. The paper concluded that internationalization of secondary education in Lokon High School depended on its human resources, the skills of its people or teachers. To build and maintain human capital, the teachers of the schools must develop some skills, including their English language skills, curriculum development, and teaching methods.

Keywords—internationalization of education; professional development; secondary education; curriculum; teaching methods

I. INTRODUCTION

ASEAN Economic Community (AEC) speaks about the single market and allows the free flow of goods, services, investment, capital and skilled labor in the countries in Southeast Asia [9]. It creates some opportunities, namely integration and collaboration but also challenge in competition. The level of competency of the Indonesian workforce becomes big issues in the competition era.

In secondary education, the Indonesian public and private schools attained the support by the government who has made some efforts to internationalize the standard of education as the part of the effort to win the competition. In the last 10 years, internationalization of education has become a new trend in the secondary schools in Indonesia. Some international schools have been opened. The providers are the certain countries and it looks like the branch school in Indonesia.

There are also some private providers that pioneered the international school trend in Indonesia. In 2000, the Private schools have established the Association of National Plus School (ANPS), a group of private qualified schools that conducted higher and international quality of secondary education [4]. The association conducted a regular meeting,

has regular publications, regular teacher training, and also conducted accreditation for its member.

According to ANPS, the school has international standards if it has clear policy, respects to Indonesian culture, plurality and respect for the environment, good communication in Indonesian and English, professional development staff, use the international technique and method in learning-teaching activity, student based activity, and better resources and facilities [4]. In 2004, the government of Indonesia launched a prestigious program named International Standard School [1]. It is the highest model of Indonesian secondary school. The other models are ordinary school (the lowest level) and the autonomy school (the intermediate level).

The government selected 100 schools as the pilot project and named the program as School Pioneer for International Standard (Rintisan Sekolah Berstandar Internasional – RSBI) and added hundreds of other schools in other batches. The government supported the funding and several kinds of training and the selected schools had to conduct an integrative program to reach the international standard [2].

The government also mentioned the formula to internationalize the school: SNP + X (OECD). SNP means National Standard of Education and OECD means the Organization for Economic Co-operation and Development, an organization that consists of developed countries with a higher level of education standard [6]. The X signified that the selected schools can implement the formula through using international system and curriculum, like Cambridge System, International Baccalaureate (IB), Victoria System, or other international systems.

In 2013, the government stopped the RSBI program and didn't recognize the international school or international standard school, but so many schools still have the spirit to improve their quality and get the internationalized standard. The spirit to get international standard is still relevant in ASEAN Economic Community era.

The Lokon High School is one of the first 100 schools that projected to be an international standard school. The school is located in North Sulawesi, Indonesia. The location is in the

eastern part of the country. There is a big difference in education quality between the western part of Indonesia (consists of big and modern cities, like Jakarta, Bandung, Surabaya, Semarang) and the eastern part (poor quality because of the limited facilities and teachers).

In its history, the school has been supported by some overseas teachers. They usually come from Europe, Singapore, Philippines, and China. They have been contracted for a year. The overseas teachers usually help the school to develop the school curriculum, teaching method, and English. It is interesting to see what the school did in the aspect of professional development to reach their dream to be an international standard school.

The problem is: how to find the model of professional development program for internationalization of senior secondary education to win the competition in ASEAN Economic Community Era. The purpose of the paper is to support the effort of Indonesian schools and government to find a good model for a secondary school in Indonesia to face the challenge of globalization. The paper will give benefit to the government, schools, and teachers in the development of school quality to compete in the global world.

II. THEORETICAL BACKGROUND

The improvement of the nation quality happens when the country conducts the interaction and dialog with other countries. There are efforts to benchmark, to compare, and to cooperate, to reach the better standard. In the effort, there are some benefits: to improve the image of the country, to enhance and enrich the character of the nation, and also to maintain and develop the identity of the nation [7]. The internationalization of education is the process where an international dimension is integrated into teaching, learning, service, and functions of the institutions. Teacher and curriculum are the most important elements in the transformation and change [7].

There is a need to change the quality of education not only to improve the level of the country's welfare, but also to respond to the globalization and change. The countries in Southeast Asia launched the ASEAN Economic Community [9]. The professional development program is needed to face the era.

The focus of professional development may be on teacher's knowledge, skills, and ability to make professional decisions or to solve problems of the schools, or to develop the skills of teachers in teaching. Supervision is the part of professional development activities [8]. The supervision has meaning as overseeing and controlling, managing, administering, evaluating, or any activity in which the principal is involved in the process of running the school and of improving teacher's performance [3]. The specific purposes of supervision include the curriculum development, the improvement of teaching learning process, and the development of human relations [8].

III. RESEARCH METHODOLOGY

The research is based on case study method. The research collected the data to evaluate how effective Lokon High School developed its professional development program. The instrument is the interview.

The respondents involved three permanent teachers, and two contracted teachers who assisted the school in teacher training. This is a case study, and the findings are situated in the context of the Lokon High School. The generalization is not appropriate, but the findings can provide a perspective to the schools and government about a teacher's experience in the professional development program, their insights, and suggestion.

The researcher collected the data through sending electronic mail to the five respondents with three following questions:

1. Based on your experience, what is your understanding of the faculty development program? What is the role of the program in the school to be an international standard school?
2. Based on your experience, what is the reason for the school to conduct Professional Development Program?
3. What skills did you develop or will you develop in the Professional Development Program?

The researcher analyze the data and built the concept through comparing the answers of the respondents

IV. RESULT AND DISCUSSION

A) Result

The result of the paper consists of three main aspects:

1. The need of the schools and teachers to have the new understanding of professional development programs that consider the need of the institution and also the staff interest. The professional development program must accommodate the needs of two parties (institution and teachers). It is also important to have a good assessment before making the good planning. In their experiences, teachers shared that the school had so many good programs, but didn't make a good assessment. There is a need to assess the need of the school before planning or making a program. The respondents mentioned the need for creativity in the development of the school.
2. The importance of strategic planning. The respondents mentioned the need of strategic planning for the school to make an integrated program.
3. The development of the aspects: English language, curriculum, and teaching methods. The respondents mentioned the three main aspects to be developed.

Besides, there were other additional aspects that must be improved: Pedagogic and administrative skills, educational leadership, especially in execution; good character / personal qualities; and social qualities

B) Discussion

It is interesting to analyze the answers of the respondents regarding with the problem in the paper.

1: Faculty development program: some new insights.

Question: What is your understanding of faculty development program? The respondents gave some rich insights in their answers to the questions. They tried to describe their situation, their interest, and their concern.

a. Faculty development as the combination of the institution's need and the personal/staff interest.

Mr. B (Chemistry teacher) said that every professional development program must be designed to reach the objective of the institution. However, individuals must be heard before the management choose the development program. Faculty development programs can't only come from the institution, but also from teachers/staffs.

The professional development program is important to both school and teachers. If the teachers have training and can increase their knowledge and skill, their productivity in their workplace will also increase. As they improve their knowledge or skill, they become more dynamic in the school.

Another reason for the professional development program is told by Mr. A (Headmaster). He said that the program helps the teachers keep their motivation and breaks their normal routine. Some people have worked in the same office for years doing the same things. The professional development program will help them get beyond the daily routine and energize them to do better in their work.

b. Teacher development program as a planning and evaluation

Mr. C saw the weakness of the development program in the school. He said that the faculty development program should be based on the result of the evaluation. To create a good faculty development program, firstly, planners have to evaluate the school or teacher and based on the evaluation, they create the strategic program.

c. Professional development program as routine and strategic/creative activities

Mrs. D had a concept that professional development program consists of routine and strategic/creative activities. She gave critics to the school that gave emphasis to the routine activities. In her opinion, the school shouldn't only manage the routine activities, but also the creative activities. The school should do the function of both, management and leadership.

2: Your reason to conduct Teacher Development Program

Question: What is your reason to conduct the Teacher Development Program?

The respondents mentioned the importance of Professional Development Program to internationalize the school. However, they complained about the lack of good planning in terms of choosing the topic or in integrating the topic. Mr. A

commented that the development program was like the routine and yearly program. Mr. B did not see the continuation or connection of the program with the last year program. They saw that the development program was conducted only to fill the academic year break. It looked like an automatic activity every academic year break. Mr. A described the need for the school to make a good strategic planning and program for short and long term.

3: The kind of skills to be developed

Question: What skills did you develop or will you develop in the Professional Development Program?

The respondents gave emphasis that Lokon High School must develop the three main skills: English language, curriculum development, and teaching methods. Ms. E gave emphasis to the language barrier when she interacted with the teachers in Lokon High School. In her opinion, the teachers need better competency in the **English language** in order to deliver lessons confidently and effectively.

Mrs. D spoke about the need to improve the English skills among students to help them follow the teaching learning process. It is important that they will be capable for English instruction and can adopt the new trends of teaching that used English book. If the students don't master the English language, they were not aware of the said materials, and the discussion become slower. Students' learning was greatly affected by the language barrier.

Ms. E also mentioned the structure of the English language curriculum. She said that there is a drastic need for a revamping of the curriculum beginning of Grade X which should focus more intensively on reading and on writing in order to strengthen the quality of written English among students. Having marked the assignments from all the classes she taught on paragraph writing, she noted that without any exception, all the students' writing were flawed with frequent, faulty grammar and syntax. Some students wrote sentences that were so broken down as to be incomprehensible.

She also observed that all the English teachers in the school, paid too much emphasis on Oral Communication, with follow-up writing seemingly incidental. In her opinion, more class time should be focused on progressive and systematic lessons on teaching writing skills, beginning with grammar and progressing from writing good sentences to paragraphs and finally compositions and essays of an expository and argumentative nature. The entire English curriculum needs to be revamped to cater to students sitting for not only the international exam, but to better prepare them for entry into a tertiary institution. The current curricula fall far short of this requirement.

Mrs. D concerned about the **curriculum development**. She said about the good initiatives to have a specific curriculum for accelerating the internationalization of the school. The special curriculum should be strictly followed from the start of the class until the end of the school year. In the context of internationalization, the school looked difficult

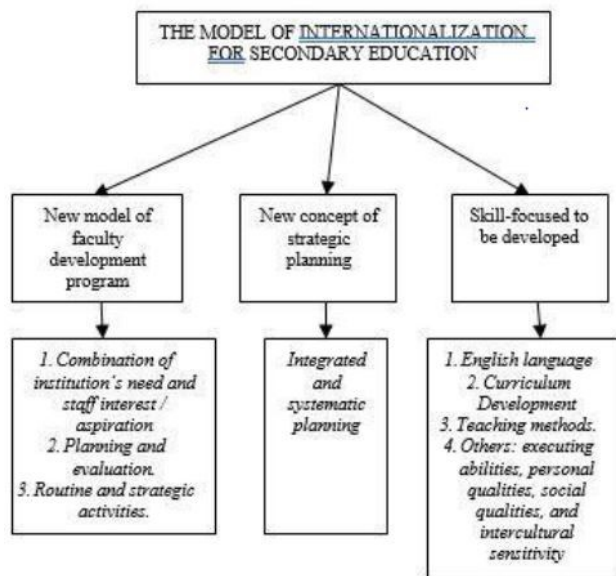
to make a decision if they want to adopt or adapt the foreign curriculum. There was a tentative decision to create a new curriculum but the school had to give more efforts to do it.

Teaching method is another important concern to be developed in the school. Mrs. D said that the international classes should be exposed to the new trends of teaching such as cooperative learning, practical work approach, expository approach, laboratory approach, discussion, research and integration of information technology. These new methods and strategies of teaching are students' centered and will help students learn by themselves through the guidance of the teacher.

Ms. E spoke about the role of a supervisor for improving the teaching methods. The supervisor should give teachers directions about methods that will help them improve their teaching. It is important for the supervisor to help teachers reconcile their personalities and teaching styles with the philosophy and direction of the school. The supervisor should deal and help solve the problem arises between teachers in a professional manner. An open, trusting, warm and very good professional relationship with all teachers without bias is the most important ingredient in supervising teachers.

Besides the three aspects (English language, curriculum, and teaching methods), the respondents also mentioned some other concerns that can be summarized as follows:

- a. Pedagogic and administrative skills (knowledge of the task, creativity and initiative, skills in communication).
 - b. Educational Leadership and executing ability
 - c. Personal Qualities (Compassion, ability to create a community of friends, occupational attitude, physical and mental health).
 - d. Social qualities (work as a teamwork, sensitive to the need of colleague and community).
 - e. The overseas teachers also discuss the need for intercultural sensitivity and global society perspective.
- Based on these findings, the following model is proposed:



V. CONCLUSION AND RECOMMENDATION

There is a need for the secondary school in Indonesia to develop its quality to compete in the global era when the Asian countries started the ASEAN Economic Community. The Indonesian schools need to develop their qualities to face the challenge of the global era. Schools also need to arrange the good strategic planning. Schools also need to develop the skills of English, develop the curriculum and teaching methods. Besides, the schools required to develop the skills of teachers in the following aspects: pedagogic and administrative skills, personal skills, social skills and intercultural sensitivity.

The recommendation is for the school, teacher, and government.

1. For the school: It is important for the school to identify the need of the school before starting its professional development program. In the study, three aspects of the improvements are English language, curriculum, and teaching methods. There is a need to design a systematic and continuous professional development program for short and long term. Not many programs but well-designed programs will give a greater impact on improving the ability of teachers
2. For teachers: Teachers need to welcome and think positively to the efforts of the school to conduct professional development programs. It is important that the school and teachers realize the importance of the quality in the Asian Economic Community era. The good response to the development programs will give good impacts and results.
3. For the government: There are so many programs to improve the qualities of the teachers. It is a need to be consistent with the direction. Make the systematic

design and think about the integrated steps and continuity of the program.

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