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by Orbanus Naharia

DEVELOPMENT OF TEACHER RESOURCES: MULTI CASE STUDY ON THREE EDUCATION OFFICES IN NORTH SULAWESI PROVINCE

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ABSTRACT

This study refers to understanding and phenomenon of education, Education Office, and the development of teacher resources. The research intends to gain an in-depth understanding of the concept or pattern of teacher resource development at Education Office of Bitung City, Education Office of Tomohon City, Education Office of Manado City in North Sulawesi Province, Indonesia. The focus of this research emphasizes the development of teacher resources, teacher resource development planning, implementation of teacher resource development, and monitoring and evaluation of teacher resource development. This research uses qualitative approach with multi case study design. The main data collection techniques are in-depth interview and then completed with document study techniques/literature and obeservation. Data analysis is done while data collection and after data collected intact. Technical data analysis is data collection, data simplification, and data deduction. Check the validity of research findings through credibility, transferability, dependability, and confirmability. The results of this study are expected to provide benefits both theoretically and practically.

Keywords *:* Teacher, education office, teacher resource development, North Sulawesi

INTRODUCTION

Education is a conscious and planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual power of religion, self-control, personality, intelligence, noble character, and skills needed him, society, nation and state (UU RI No. 20 Tahun 2003).

Teacher resources as a major force must be utilized productively to achieve the goals of education. Therefore, teachers as the main determinant in achieving the success of educational goals are required to be able to develop professional skills. In some countries in Europe and Asia, the issue of teacher resources is still a difficult issue to overcome, since the required and required professional proficiency standards of teachers are not owned by teachers as educators, including in Indonesia and specifically in North Sulawesi Province.

Education in Indonesia and in North Sulawesi Province at certain times of its development is slow. The development of education is less rapid due to the many problems of education. Educational problems are philosophical or different educational understanding. For example,

almost every change of educational leaders, in this case the Minister of Education, also changes education policy. The contemporary educational problems associated with educational changes are influenced by economic, political, and socio-cultural conditions resulting in various shifts including teacher role shifts. The problem of futuristic education is related to education that serves as a transformation, for example the development of education for welfare based on civilization (Pasandaran, 2013).

Education in North Sulawesi still faces various problems. Therefore, the public's attention to the issue of education never subsided. This issue of education will never be completed, because the substance channeled during the education and learning process is always under the progress and development of science, technology, and society's progress. Some of the issues of education that still stand out today are the low quality of education processes and outcomes. More fundamentally, if the issue is about the quality or quality of education, the quality of education is clearly not satisfactory low. Indicator of low quality of national education can be seen on student achievement, as the value of National Examination (UN) average still low. (Syahrul, 2009)

The low quality of teachers is caused by factors that come from within the teacher itself (internal) and external factors (external). Internal issues concerning conservative living attitudes, low teacher motivation to develop competence, and lack of follow the development of science, technology, and art. While external issues concerning regulation, education policy, infrastructure, parents, and community participation.

Furthermore, activity techniques that can be done to improve the quality of teacher resources include: (1) guidance in tasks, (2) training, commonly called education and training (training), (3) courses, (4) formal education (7) job rotation, (8) conference, (9) upgrading, (10) workshops, (11) seminars, and (12) professional training of teachers (supervision); teaching). These activities are intended to develop staff who are also called teacher career development (FIP IKIP Malang, 1989, Depdikbud, 1986, Manjta, 2007).

The issue of teacher resources is still a long debate and even become a concern in various education circles, so it is also questioned how with the resources of teachers in North Sulawesi Province, especially in the Education Office of Bitung City, Department of Education and Culture Tomohon City, and the Education and Culture Office of Manado City? How are teacher qualification standards, development processes, what constraints are encountered in implementing teacher resource development, how government or other educational institutions (private) are involved in teacher resource development, how are strategies used in teacher resource development. This becomes an important and interesting phenomenon that needs to be proven empirically in this study.

A preliminary study through empirical data indicates a phenomenon which indicates that (1) the planning of teacher resource development in North Sulawesi Province especially in Education Office of Bitung City, Department of Education and Culture of Tomohon City, and Education and Culture Office of Manado City, not yet through the program in a structured and not yet clearly regulated, (2) there are still many obstacles in the implementation of teacher resource development, (3) development monitoring and evalution strategy has not been adequate.

The problem of human resource development especially the development of teacher resources at the Education Office of Bitung City, the Education and Culture Office of Tomohon City, and the Manado City Education and Culture Office, until now need to be developed through constructive model, with an appropriate targeted development program, to

find an appropriate teacher resource development formulation with the needs of schools, teachers, and communities.

This research is expected to provide a clear, efficient and effective way in the management of teacher resource development at the Education Office of Bitung City, the Department of Education and Culture of Tomohon City, and the Office of Education and Culture of Manado City. It is this reality that becomes an important and interesting issue to be revealed, studied and analyzed to find a new mindset or at least be able to develop the concept of developing existing teacher resources.

This is the rationale that makes it interesting to do research on "Development of Teacher Resources" (Multi Case Study On Three Education Offices In North Sulawesi Province) with the formulation of the problem (1) how the planning of teacher resource development, (2) how the implementation of resource development teachers, (3) how to monitor and evaluate teacher resource development.

METHODOLOGY

This research uses qualitative approach with multi case study design. The main data collection techniques are in-depth interview and then completed with document study techniques/literature and obeservation. Data analysis is done while data collection and after data collected intact. Technical data analysis is data collection, data simplification, and data deduction. Check the validity of research findings through credibility, transferability, dependability, and confirmability.

RESULTS

Planning of Teacher Resource Development

I. Stages of teacher resource development planning are data collection, data analysis, and formulation of teacher resource development activities program: **Data collection:** conducted in accordance with the ability and data collection procedures of each region to obtain teacher data, teacher problems, teacher potential, and teacher needs; **Analysis:** conducted based on the bureaucratic system of each region by means of qualitative analysis, quantitative analysis, and needs analysis to find various possible problem solving through various teacher resource development activities program; **Formulation of programs / activities**: modeling of priority programs for sustainable development of teacher resources.

II. Stages of teacher resource development planning are conducted democratically with bottom-up approach. For the process of data collection and analysis done by section of teacher / educator and educational staff or field of teacher / educator and educational staff or sub-part of planning. The process of formulating the program is done in the internal meeting of the Service.

III. Planning time and budget for teacher resource development: In accordance with the planning time of APBD; In accordance with the planning time of the entire program activities of the Education Office; Based on the legal basis of budgeting and Based on budget availability and resources.

IV. Teacher resource development planning process involves teachers through teacher data and teacher representation. Thus, teachers in this process are not directly involved.

Implementation of Teacher Resource Development

I. Stages of implementation of teacher resource development are socialization, facilitation, and training.

II. Types of socialization based on implementation steps are program socialization, socialization of activities, and technical socialization: Socialization of the program to provide information to the representatives of teachers that there is a resource development program to be undertaken on the basis and purpose and substance of activities in general; Socializing activities is to notify the teacher directly or through the school about time and place of execution; Technical socialization is to provide information to teachers prior to implementation of matters relating to technical implementation, procedures and mechanisms of teacher resource development program implementation.

III. Facilitating the development of teacher resources is a planning process to be more effective and efficient. Facilitate the development of teacher resources through: Establishment of the organizing committee; Confirmation and validation of teacher data; Preparation of supporting tools both physical and non physical.

IV. Training or guidance is conducted in conjunction with the implementation of socialization for both the committee and the teacher in order to adjust and make changes when encountered errors in the implementation of teacher resource development.

V. Implementation of teacher resource development adjusts to the availability of time and budget. And must begin with the implementation stage.
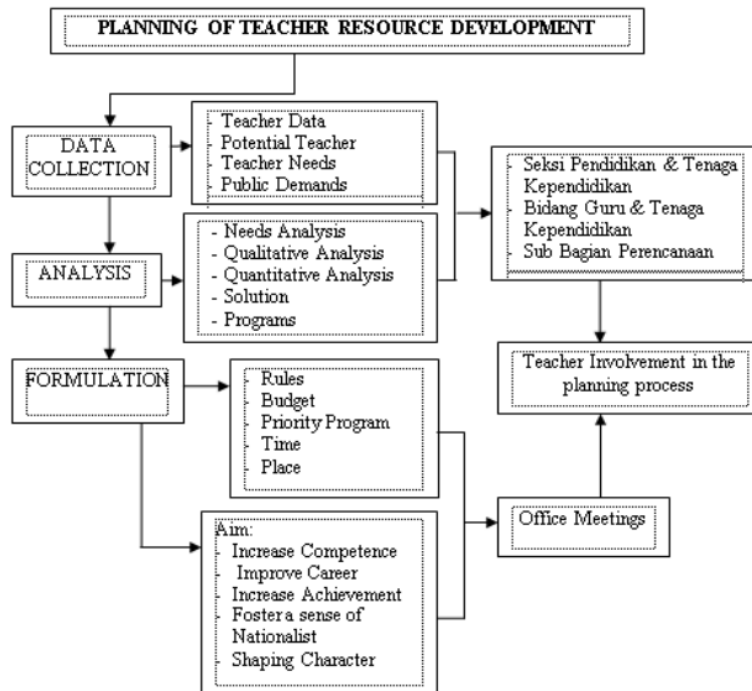

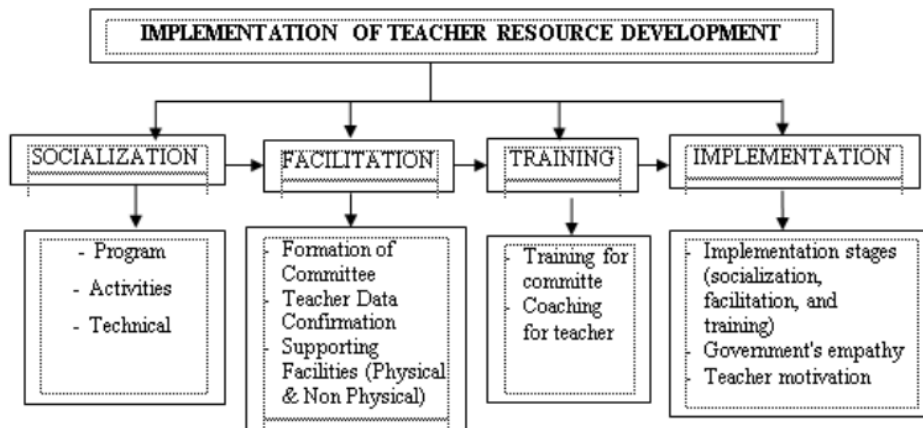**Figure 1.** Procedures for Teacher Resource Development Planning

Figure 2. Procedures for Implementation of Teacher Resource Development
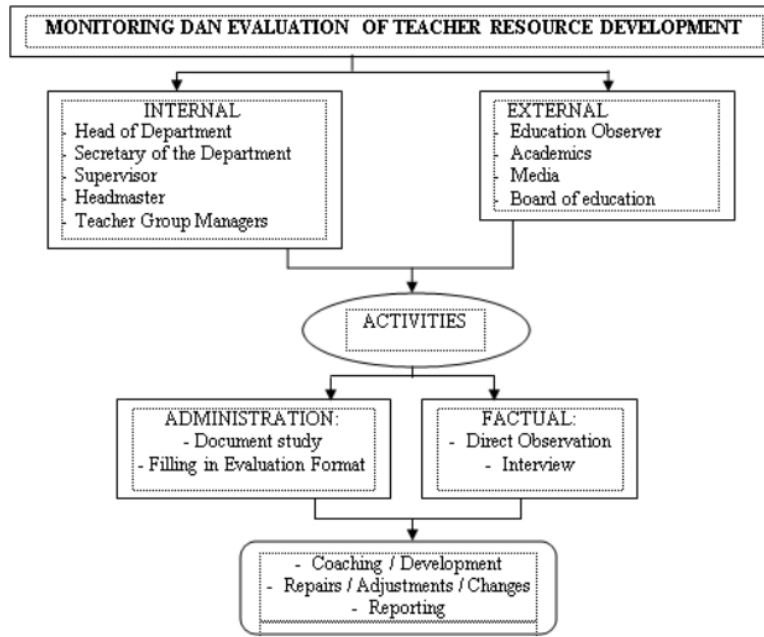

Figure 3. Procedures for Monitoring and Evaluation of Teacher Resource Development

Monitoring And Evaluation of Teacher Resource Development

i.   Monitoring and evaluation of teacher resource development is done by the method and method of each region in this case the education office.

ii. Parties implementing monitoring and evaluation of teacher resource development activities shall be determined by the head of the Dinas by involving internal and external parties.

iii. Monitoring and evaluation of teacher resource development is done administratively and factually.

iv. Successful monitoring and evaluation of teacher resource development depends on the quality of the monitoring and evaluation team and the monitoring and evaluation standards used and supported by the appropriate budget and accountable needs.

DISCUSSION

Research Findings of Bitung City Education Office

a) Planning of Teacher Resource Development:

i. Stages of teacher resource development planning conducted by the Education Office of Bitung City, namely: Data Collection, Mapping, and Equity.

ii. Planning of teacher resource development by Dinas through: Data collection, mapping, and equity by teacher and teacher education (GTK).

iii. Formulation of programs or activities in integrated meetings of the Dinas attended by heads of fields, sub-division heads, secretaries of the Dinas, and heads of Dinas.

iv. The planning of the type of activities, time and budget for the development of sustainable teacher resources is based on: Legal basis, teacher needs, community demand, availability of funding, funding sources, conformity of planning time and specified APBD funding at Bitung City Education Office.

v. Obstacles to teacher resource development planning process: Accuracy of teacher data, Budget availability, and Involvement of teachers in the planning process.

a) Implementation Of Teacher Resource Development:

i. The steps to implement the development of teacher resources are: Internal socialization in meetings on the translation of the Department's internal activities program; Establishment of the organizing committee; Confirmation of teacher data through school; Sets the time and place of execution; Prepare implementation support facilities; Socializing activities through official invitation letters, announcements (bulletin boards, official pages of the Bitung City Education Office, and / or other communications media); Technical socialization related to procedures and mechanisms of implementation or technical training and implementation.

ii. Constraints to implementation of teacher resource development: Availability of socialization fund; Motivation of teachers in following activities; The importance of socialization (internal, activity, and technical); Implementation times are often concurrent with other educational activities and place of execution.

iii. Benefits of implementing teacher resource development: For the teacher; For the Office of Education and education; For the community on the impact of graduates.

b) Monitoring and Evaluation of Teacher Resource Development :

i. Monitoring and evaluation is performed by Head of Service and supervisor.

ii. Monitoring and evaluation patterns: document checking, completion of evaluation / questionnaire formats, observations, interviews, guidance and direction, improvement and adjustment, and reporting.

iii.   Inspection of documents to determine the success of teachers in participating activities through activity report.

iv.   Filling in the field / questionnaire format aims to analyze the overall activity in order to become data for analysis and formulation of sustainable teacher resource development.

v.   Observations are made directly on the execution of the activity and directly see its application in the classroom. In order to be able to compare facts and reports in the form of documents.

vi.   Interview to find out the fundamental problems experienced by teachers and to provide direct coaching.

vii.   Guidance and direction. Directly guided activities are expected to change teacher attitudes and motivations. Administrative guidance for improving reporting administration.

viii.   Improvements and adjustments are improvements in teacher attitudes and motivation and adjustment of reporting administration.

ix.   Reporting is the end of monitoring and evaluation. Reporting as a form of accountability of all parties.

x.   Constraints in monitoring and evaluation of teacher resource development are: supervision is a routine activity of school supervisors; availability of watchdog time; availability of budget for monitoring and evaluation process; monitoring and evaluation depends on the quality of the supervisor.

Research Findings of Education and Culture Office of Tomohon City

a) Planning of Teacher Resource Development :

i.   Stages of teacher resource development planning is: Data collection; Assessment of data or evaluation of data through qualitative and quantitative analysis; Discussion of evaluation results; Formulation and determination of activities.

ii.   Planning of teacher resource development by dinas through: Data collection and assessment or evaluation of data by their respective fields (section of educators and education personnel) and summarized by the planning sub-section; Discussion on the results of the evaluation and formulation of the type of activities carried out in the meeting of the Department.

iii.   Planning the type of sustainable teacher resource development activities based on: rules, teacher needs, and community conditions or realities. The goal is to improve teachers' intellectual ability, improve teacher skills, characterize teachers, and generate patriotism and spirit of state defenses.

iv.   Planning time and budget by considering: rules, budget availability in APBD especially Education Office and Culture of Tomohon City, and teacher's financial ability

v.   Constraints on teacher resource development planning: Accuracy of teacher data; Time of teacher data entry; Budget availability; Involvement of teachers in the planning process.

b) Implementation of Teacher Resource Development

  i.   Stages of implementation of teacher resource development is: Formation of the committee; Confirmation of teacher data to principal; Determination of place and time; Preparing facilities for supporting activities; Socialization of activities to teachers either directly or through school; Technical socialization of activities prior to implementation related to procedures and mechanisms of implementation or technical guidance and implementation.

  ii. Matters affecting the implementation of teacher resource development are: Motivation of teachers in following activities; Activities and technical socialization should be detailed; Place and execution time.

  iii. Benefits of implementing teacher resource development: Qualified teachers; Office have reliable teacher resources and gaining public trust.

c) Monitoring and Evaluation of Teacher Resource Development :

  i.   Monitoring and evaluation is carried out by the Head of Dinas, Supervisor, Principal, KKG Management, and MGMP Board.

  ii. Monitoring and evaluation patterns: observation, class visits, school visits, document studies, coaching, reporting.

  iii. Observation to monitor the progress of teacher resource development.

  iv. Classroom visits to monitor implementation of teacher resource development results to students.

  v.   School visits conducted directly by the Head of Department. In addition to monitoring the results of teacher resource development also monitor the implementation of education in schools.

  vi. Document study to tailor the application of teacher teacher development and teacher-led teacher development results.

  vii. The guidance is done by the Head of Dinas and supervisors in cooperation with the principal to direct the teacher in giving motivation to improve the performance so that there is a change from inside the teacher as well as the institution in general. There is direct coaching and gradual coaching.

  viii. The results of teacher resource development can be seen from the report. And the report also as a basic material / data later to formulate the priority program and the next sustainable program. In the report requires a creative teacher in formulating concrete steps in the classroom.

  ix. Constraints in the process of monitoring and evaluation of teacher resource development are: Budget for monitoring and evaluation team and quality of monitoring and evaluation team.

Research Findings of Education and Culture Office of Manado City

a) Planning of Teacher Resource Development :

  i.   Stages of teacher resource development planning is a needs analysis with steps: capture data and information, analyze data to find some solutions through activities, and establish priority activities.

  ii. Planning is done internally through data capture by sections of educators and education personnel, information gathering from MKKS and MUSREMBANG, data

and information review through the sections of educators and education personnel and formulation of activity models that are prioritized in internal meetings of Dinas involving head section educators and education personnel, field heads, sub-division heads, departmental secretaries, and department heads, and supervisors.

iii. Planning of teacher resource development activities is designed based on applicable laws and regulations, as required by the teacher, and the reality or phenomenon of education, as well as the condition or situation of the community. The goal is to improve teacher morale, improve teacher achievement, and increase knowledge about technology mastery.

iv. Budget planning through basic legal considerations, availability of funds, and funding sources. Time planning is adjusted to the time of APBD and the realization of school BOS funds.

v. The constraints of teacher resource development planning are: Government bureaucracy and new regional (PD) device changes; Priority budgeting is still on general education program budgeting; Delay of teacher data entry; Accuracy of teacher data and Involvement of teachers in the planning process.

b) Implementation of Teacher Resource Development :

i. Stages of implementation of teacher resource development are: Coordination meetings of Dinas and school principals to inform the teacher resource development activities program; Establishment of the organizing committee; Socialization of activities through notification by invitation and announcement to the teacher about time and place of execution; Technical guidance prior to implementation by the committee and implementation.

ii. Coordination meetings inform guidance on the implementation of activities including the basis, purpose and objectives and benefits of activities, and the time, place, supporting facilities, participant requirements, rights and obligations of schools and teachers, and other related matters.

iii. Technical guidance is the committee to provide information to teachers related to systems, procedures and mechanisms of implementation. Moreover, activities that use online system. Socialization through official letters, online and manual announcements, and social media.

iv. Factors affecting the implementation of teacher resource development: Implementation depends entirely on the office so that in coordination meetings it is often not understood correctly by the representative of the teacher; Motivation of teachers in following activities and Technical guidance is often not implemented due to time and funds.

v. Benefits of implementing teacher resource development: For teachers to improve their quality. The office have quality human resources. community to be able to answer needs.

c) Monitoring and Evaluation of Teacher Resource Development :

i. Monitoring and evaluation is carried out internally by the Head of Service, the Office Secretary, the supervisor, and the principal. External by educational practitioners, academics, media, educational NGOs, and education boards.

ii. Monitoring and evaluation pattern: supervision, document checking, correction and adjustment, and reporting.

iii.   Supervision to know all activities of teachers and committees in the implementation. Supervise also to capture data and information related to the causes and consequences of obstacles experienced by both teachers and committee.

iv.   Inspection of documents to be adjusted between the implementation guidelines, implementation activities, and as a reference to conduct guidance so that there are improvements.

v.   Repairs and adjustments therein are guidance from the supervisor. To avoid implementation deviations.

vi.   Reporting is the result of the development of teacher resources containing the impact on the success of the learning process in the school / classroom. And as a form of administrative and even moral accountability.

Factors affecting monitoring and evaluation of teacher resource development are: Related to budget for monitoring and evaluation team because it has become the main duty and function as part of supervision of education implementation; Quality of monitoring and evaluation team; Monitoring and evaluation standards for external involvement.

CONCLUSION

1.   The pattern of sustainable teacher resource development in the three Education Offices in North Sulawesi Province is based on rules and budgets. The development of teacher resources is done formally and informally with the objectives in accordance with the reality of educational issues and the need to have benefits for teachers and their performance, for office, and for society in general.

2.   Planning pattern of teacher resource development with democratic activity planning through bottom up approach through data collection, analysis, and formulation of priority development program. Time and budget planning depends on rules, government policies, and budget availability. But teacher have not been direcly involved in the planning process.

3.   The pattern of implementation of teacher resource development should be communicated and should be facilitated by the government. That is, there neds to be more attention and additional scpecial budget for the development of teacher resource.

4.   The pattern of monitoring and evaluation of teacher resource development is not only dependent on einternal parties but also external parties. Therefore, the quality of supervisors becomes a critical determinant of monitoring and evaluation success by using clear and mearable standards.

RECOMMENDATION

1.   **For Education Office:** Pay more attention to the development of teacher resources and allocate additional funding specifically for teacher resource development; Empowering and establishing good cooperation with both private and state education institutions both domestic and abroad; and Invoving teacher direcly in the process of planning the development of teacher resources in onder to motivate and shape teachers's commitment in developing themselves.

2.   **For Teachers:** Shape and build personal commitment to self-development; Develop themselves independently through preparing their own time and budget.

3.   **For those who pay attention to this topic:** Open opportunities to develop and explore more deeply about the development of teacher resources in the region.

Considering the problem is still actual and interesting to be studied scientifically and this research is only concerned with the procedures or stage of model development of teacher resources. Then, further research can look from other aspects, of course, to contribute thoughts and concepts for the implementation of education and development in the region.

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