




# Enhancing Teacher Professionalism Through Training and Development Programs: A Quantitative Study in West Java, Indonesia

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Article Info	Abstract
<p><i>Keywords: Training, Professional Development, Teacher Professionalism</i></p>	<p><i>This research explores the impact of training and professional development programs on teacher professionalism in the unique educational landscape of West Java, Indonesia. A quantitative research approach was employed, utilizing surveys to gather data from a diverse sample of teachers. The study assessed participation in programs, self-assessed teacher professionalism, and perceived program impact. Key findings include a positive relationship between program participation and teachers' commitment to continuous improvement, collaboration, and subject-matter expertise. However, the programs had limited impact on ethical conduct. These findings provide insights into the potential of professional development to enhance teacher professionalism and suggest the need for tailored, impactful, and ethically focused programs to support educators in West Java.</i></p> <div data-bbox="1209 1223 1378 1283" style="text-align: right;"></div> <p data-bbox="815 1294 1385 1321" style="text-align: right;"><i>This is an open access article under the CC-BY-SA license.</i></p>

## INTRODUCTION

Teacher professionalism is indeed a critical element in shaping the future of education and significantly influencing student learning outcomes. It encompasses a variety of aspects, including pedagogical knowledge, competence, and the ability to adapt to the rapidly changing educational landscape, often referred to as the era of education 4.0, where technology plays a significant role (Muzfirah, 2021).

Key components of teacher professionalism include teacher administration, pedagogic competence, personality, professional competence, social competence, understanding the role of the teacher profession, and understanding learning in the 21st century (Muzfirah, 2021). These competencies are not necessarily tied to certification, as the ability to be a professional teacher extends beyond formal qualifications (Guerriero & Deligiannidi, 2017; Muzfirah, 2021).

Research has shown that teacher professionalism has a positive and significant effect on the quality of education and student learning outcomes (Mahulae et al., 2020; Riadi et al., 2022; Suhartini et al., 2021). For instance, a study conducted at Harapan Mandiri College found that teacher professionalism and competence significantly influenced teacher performance, which in turn impacted student learning outcomes (Mahulae et al., 2020). Similarly, a study in Langsa City demonstrated that teacher professionalism and competence had a positive and significant effect on the quality of education (Suhartini et al., 2021).

Professional development programs, such as workshops, seminars, and further studies, are crucial in enhancing teacher professionalism (Warman, 2022). These programs provide teachers with the necessary skills and knowledge to improve their teaching methods and, consequently, the quality of education. Moreover, the role of school principals in evaluating and following up on the results of academic supervision is vital in increasing teacher professionalism (Warman, 2022). In the context of foreign language teaching, teacher education's quality significantly impacts learner outcomes. Therefore, professional development of teachers has gained importance in the 21st century (Tütüniş & Yalman, 2020).

Teacher professionalism is a multifaceted concept encompassing various qualities, behaviors, and competencies. It extends beyond the mastery of subject matter and includes commitments to ongoing self-improvement, ethical conduct, collaboration, and adaptability. Several factors influence professionalism in teaching. For instance, a teacher's educational background, working group activities, and pedagogical competence can significantly impact their professionalism (Karuniawati et al., 2021). A teacher's professionalism is also influenced by their ability for self-improvement and self-development, which are considered the basis of professionalism (Kryshtanovych et al., 2020).

Professionalism in teaching also involves certain competencies. According to one study, teachers should generally have four competencies: pedagogical competence, professional competence, social competence, and personality competence (Güngör et al., 2022). These competencies contribute to the performance and professionalism of a teacher, enabling them to fulfill elements such as specialization and development in teaching material, high commitment to the job, discipline in teaching, creativity in education, and cooperation (Güngör et al., 2022).

Teacher professionalism is also associated with certain personal qualities. For instance, a teacher's motivational and value qualities, creativity, reflection,

empathy, and strong-willed individual attributes can contribute to their professionalism (Gaidamashko et al., 2021). Furthermore, the professional environment in which a teacher operates can also impact their professionalism. A constructive professional environment, characterized by a favorable psychological climate, an established exchange of experience in the team, and an opportunity to receive methodological assistance from highly qualified specialists, can positively impact the process of professionalization of a teacher (Gaidamashko et al., 2021).

Teacher professionalism is also influenced by the leadership behaviors of school administrators. Authentic leadership behaviors of school administrators can positively impact teacher professionalism and motivation (Okçu & Admis, 2022). In conclusion, teacher professionalism is a complex concept involving various qualities, behaviors, competencies, personal qualities, and environmental factors. It is crucial for effective teaching and learning and plays a significant role in educational improvement and national development (Iroegbu & Ogbodo, 2019). Within this context, training and professional development programs are essential for enhancing teacher professionalism. This research seeks to explore the impact of such programs on teacher professionalism in the context of West Java, Indonesia.

West Java, one of Indonesia's most populous and diverse provinces, has a thriving education landscape with many challenges and opportunities. The teachers in this region face a dynamic set of circumstances in their daily work, ranging from diverse student populations to evolving pedagogical practices. It is imperative to understand how training and professional development programs, often regarded as instruments of change and improvement in education, influence teacher professionalism in this complex environment.

The central question guiding this research is: To what extent do training and professional development programs affect teacher professionalism in West Java, Indonesia? To answer this question, a quantitative analysis will be conducted to systematically examine the relationships between participation in such programs and teacher professionalism. This study is poised to offer valuable insights that can inform policy and practice in the field of education, ultimately contributing to enhancing the educational landscape in West Java and beyond.

## LITERATURE REVIEW

### *Teacher Professionalism*

Teacher professionalism encompasses multifaceted characteristics and behaviors contributing to effective teaching and learning. A hallmark of

professionalism is the commitment to continuous improvement. Teachers who embrace ongoing self-assessment, reflection, and adaptation to changing educational contexts are more likely to be effective in their roles. Research emphasizes the importance of teacher learning and development in improving teaching quality (Lavonen, 2018; Ryan & Bourke, 2013).

Professionalism also entails ethical conduct, which includes respecting the rights and dignity of students, adhering to professional codes of ethics, and maintaining high standards of honesty and integrity. A study identified ethical behavior as a crucial component of teacher professionalism (Cochran & Lemisko, 2021; Sung, 2018).

Collaboration with colleagues, parents, and the broader educational community is another dimension of professionalism. Teachers who engage in collaborative practices can foster a positive learning environment and enhance student outcomes (Day et al., 2023; Prihandono et al., 2022).

Mastery of subject matter is fundamental to teacher professionalism. The research introduced the concept of pedagogical content knowledge, emphasizing that effective teaching requires knowledge of the content and an understanding of how to teach it (Prihandono et al., 2022).

### ***Training and Professional Development Programs***

Professional development programs are designed to enhance educators' competencies, skills, and knowledge. These programs can take various forms, including workshops, seminars, online courses, mentoring, and collaborative learning communities. Professional development programs come in diverse shapes, catering to different learning styles and preferences. Research suggests that a range of professional development options allows educators to choose the approaches that best align with their individual needs and goals (Abell et al., 2014; Bellini et al., 2011; Romanenko & Stremoukhov, 2016).

Research emphasizes the importance of long-term engagement in professional development. Sustained participation can lead to deeper implementation of new knowledge and practices in the classroom (Burns et al., 2014; Dudzinski et al., 2000). Professional development is most effective when directly related to teachers' subject areas and classroom needs. Content-relevant training ensures that the acquired knowledge can be applied in practice (Abell et al., 2014; Yuan & Gao, 2023).

Professional development programs are more effective when provided in supportive, collaborative environments. Collaboration with peers and mentors can enhance the implementation of new strategies (Abell et al., 2014; Bellini et al., 2011).

### *The Intersection of Teacher Professionalism and Professional Development*

The relationship between teacher professionalism and professional development is indeed intricate and multifaceted. Professional development programs can directly impact various dimensions of teacher professionalism, including self-efficacy, ethical conduct, collaboration, and subject-matter expertise.

Research indicates that high-quality professional development contributes to improved teacher self-efficacy and classroom practices. For instance, a study on the effect of long-term professional development on teacher engineering self-efficacy found that teachers who participated in a 45-hour graduate course specifically designed to incorporate engineering into their classrooms experienced significant gains in self-efficacy (Crawford et al., 2021). Similarly, another study on the impact of a professional development program for mathematics teachers found that such programs can positively influence teachers' self-efficacy beliefs and classroom practices (Saadati et al., 2021).

Professional development programs often include components related to ethics and professional standards, which can reinforce ethical behavior among teachers. For example, a study on the professional development of school psychologists as child rights advocates emphasized the importance of ethics in professional development, suggesting that individual professionals should have the knowledge, values, beliefs, and skills for engaging in ethical conduct (Nastasi & Naser, 2020).

Collaborative professional development opportunities can promote collaboration among teachers. Educators engaging in collaborative learning experiences are more likely to adopt collaborative practices in their classrooms. This is supported by a study that examined the relationship between teacher accountability and occupational professionalism, which found that contribution to the organization and emotional labor play a partially mediating role in the relationship between responsibility and occupational awareness (Öztuzcu Küçükbere & Balkar, 2021).

Well-designed professional development programs offer opportunities for teachers to deepen their subject-matter expertise. Research highlights the importance of deepening pedagogical content knowledge through targeted training. For instance, a study on information literacy and professional

development of teachers in higher education emphasized the need for teachers to have good information literacy to comply with the teaching trend of the information age (Xiong, 2022).

## **RESEARCH METHODS**

This study uses a quantitative research approach, which aims to collect numerical data and systematically analyze the relationship between training and professional development programs and teacher professionalism in West Java. Quantitative research is well suited to this study as it allows for the examination of variables, patterns, and relationships in a large and diverse sample of teachers. Data collection is an important aspect of this study, and involves the use of a structured survey to collect information from teachers in West Java. The survey instrument will include four main sections, each of which is designed to address specific aspects of the research questions.

### ***Research Instrument***

The research instrument is a structured questionnaire developed based on existing scales and previously validated instruments in the field of educational research. The professionalism scale and the items related to training and professional development have been adapted from existing instruments, to ensure their reliability and validity. The questionnaire will be reviewed and pretested on a small group of teachers in the same context to ensure clarity, understandability and face validity. Adjustments will be made based on feedback received during this pre-testing phase.

### ***Sampling***

Sampling is an important aspect of the research process, as it involves selecting a representative group of teachers from the population of interest in West Java, Indonesia. The population of interest for this study consists of all teachers in West Java, which represents a diverse and dense region in the education landscape in Indonesia. A stratified random sampling approach will be used to select a sample of participants. Strata will be determined based on demographic and geographic factors to ensure representation of teachers from urban and rural areas and from different levels of education (primary and secondary schools). This approach will help account for diversity in the region. Statistical power analysis will determine the sample size, considering the desired confidence level and expected effect size.

At least 400 participants are targeted to ensure the statistical power and generalizability of the study.

#### *Data Collection Procedure*

Data collection will be conducted using online and offline survey methods. Teachers will be invited to participate in this survey through their respective schools, education offices, and teacher associations. Detailed instructions for completing the survey will be provided in hard copy and online, making participation as accessible as possible.

#### *Data Analysis*

Data analysis is a crucial step in this research, involving various statistical techniques to examine the relationships between training and professional development programs and teacher professionalism with software SPSS version 26. Descriptive statistics, including frequencies, percentages, means, and standard deviations, will be used to summarize the demographic characteristics of the participants, their participation in training and professional development programs, and their self-assessed professionalism levels.

Inferential statistical techniques will test the research hypotheses and explore the relationships between variables. Multiple regression analysis will be employed to assess the relationship between teacher professionalism and the variables related to training and professional development programs, including program duration, frequency of participation, and perceived impact.

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## CONCLUSION

In the pursuit of improving education, teacher professionalism stands as a critical pillar. This study, which delved into the relationship between training and professional development programs and teacher professionalism in West Java, has yielded several significant findings and insights. First, teacher professionalism encompasses a range of dimensions, including commitment to continuous improvement, ethical conduct, collaboration, and subject-matter expertise. These dimensions collectively contribute to effective teaching practices and improved student learning outcomes.

The research findings suggest that professional development programs in West Java can positively impact teacher professionalism, particularly in areas such as commitment to continuous improvement, collaboration, and subject-matter expertise. Teachers who participated in more extended programs and perceived incredible professional growth reported higher commitment to continuous improvement and subject-matter expertise. Additionally, program frequency and perceived professional development were associated with increased educator collaboration.

However, it is noteworthy that the impact of these programs on ethical conduct was limited. While programs significantly enhance teacher professionalism, ethical behavior may be influenced by other factors, including cultural and personal values.

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