

Comparative Study on the Relationships between Teacher Learning and Teacher Professional Development in Indonesia and Malaysia

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The role of teacher learning is an effort to understand students in learning activities as well as motivating and implementing methods that are appropriate to the task of developing students, while the professional development of teachers is one of the efforts to professionalise teachers. This study discusses the comparative role of teacher learning in the importance of teacher professional development in Indonesia and Malaysia (Comparative Study). The research method applied is a quantitative approach. The results showed there was no significant relationship between teacher learning on teacher professional development. Furthermore, in Indonesia, the effect given to teacher learning on teacher professional development was 13.9%, while in Malaysia the influence given by teacher learning on teacher professional development was 1.4%.

Key words: *Teacher Learning and Teacher Professional Development.*

Introduction

Teachers as a profession that is very influential on student learning outcomes, must always carry out active learning and involve students' experiences in the teaching-learning process and guide students to solve problems themselves. (Bonwell & Eison, 1991; Michel, et al, 2009; Yoder & Hochevar, 2005). The teacher has various techniques in providing learning to students, such as using demonstrations, structured activities, small group discussions,

quizzes, videos, field trips and games to get students involved and active in the teaching-learning process. (Bonwell & Eison, 1991; Cook & Hazelwood, 2002; Ebert-May, Brewer, & Allred, 1997; Hackathorn, et al., 2010; Michel et al., 2009; Peck, et al., 2006; Sarason & Banbury, 2004).

Learner teachers are teachers who use a variety of assessment strategies, while one of them is Bloom's taxonomy of processing which is a valid, reliable, efficient and effective way to evaluate learning. (Anderson & Krathwohl, 2001; Bloom, et al., 1956; Lord & Baviskar, 2007; Noble, 2004). Therefore, teaching is a complex activity, a combination of student motivation and the relationship between teachers and students, and teachers must have a strategy in encouraging students in critical thinking (Tomcho & Foels, 2008).

Teachers must have knowledge, information and preparation skills to create optimal learning experiences, implement classroom management and build strong relationships with their students. (Flinders, 2013; Macsuga-Gage, Simonsen, & Briere, 2012). However, there are studies that systematically observe that teachers only spend a small part of their teaching activities on teaching and learning strategies (Hamman, Berthelot, Saia, & Crowley, 2000; Moelyetal., 1992).

Teacher learning is important in developing teacher professionalism. Teacher professional development is carried out to give professional teachers a way to improve student achievement and produce guidelines that lead to teacher and school practice (Carr et al., 2000; Lieberman & Miller, 2008; O'Sullivan & Deglau, 2006; Richardson & Placier, 2001). However, there are still deficiencies in the development of teacher professionalism; several results of the research highlight the issues regarding the effectiveness of teacher professional development in improving their knowledge and teaching. (Garet et al., 2008; Garet et al., 2011; O'Dwyeretal., 2010; Powell, Diamond, Burchinal, & Koehler, 2010). Whereas every year, governments around the world invest funds in teacher professional development activities such as lectures, conferences and workshops to make professional teachers (Gersten, Dimino, Jayanthi, Kim, & Santoro, 2010; Yoon, Duncan, Lee, Scarloss, & Shapley, 2007).

As a critique, it is recognised that meaningful teacher learning (teacher professional development) is often a slow, difficult, gradual and uncertain process (Borko, 2004; Richardson, 2003). It is necessary to develop teacher professionalism that is effective and sustainable over time, with intensive learning experiences, and needs to be contextualised (Garet et al., 2001). Teachers need to experience learning sessions, ongoing collaboration, and applications, accompanied by long-term schooling and classroom-based support, to fully incorporate new behaviours into the teacher list (Killion, 2005-2006, p.5). Therefore, it is clear that the development of teacher professionalism needs to get a variety of support and is



carried out on an ongoing basis; the development of teacher professionalism can begin with teacher-learners.

Various studies on teacher learning have been carried out, namely teachers who must strive and develop their competence in providing quality learning to students (Jana Hackathorn, et. Al, 2011; Allison Paolini, 2015; Saskia Kistner, et. Al, 2015). Teacher competency improvement is supported by the development of teacher professionalism; various studies on teacher professional development have been carried out, and teacher professional development is conducted to make professional teachers in order to improve the quality of teachers in teaching that has an impact on students' understanding in learning. (Kirsten Petrie and Clive McGee, 2012; Alfredo Bautista & Rosario Ortega-Ruiz; 2015).

Research on comparative studies (differences studies) on teacher learning and teacher professional development has not been done much, while this study will discuss the Indonesia-Malaysia comparative study on the role of teacher learning in teacher professional development. This comparative study is the study between Indonesia and Malaysia regarding the role of teacher learning in the development of teacher professionalism.

Teacher professional development in Indonesia has been based on the regulation of the Ministry of empowerment of the state apparatus (hereafter Permenpan) and Bureaucratic Reform No. 16 of 2009, concerning the Functional Position of Teachers and Credit Scores. The professional development is the Continuing Professional Development (hereafter PKB) to improve self-professionalism in order to have competence in accordance with established standards and the development of knowledge, technology and / or art. It's activities include functional training and teacher collective activities (workshops or joint activities such as IHT / KKG / MGMP, KKKS / MKKS and teacher professional associations). The examples of self-development activities that can be carried out in functional training and teacher collective activities include a) Preparation of lesson plans, work programs, educational planning, evaluation, and so on; b) Preparation of curriculum and teaching materials; c) Development of teaching methods; d) The implementation of the assessment process and learning outcomes of students; e) The development and use of information and computer technology (ICT) in learning; f) Innovation of the learning process; g) Increasing professional competence in facing the demands of the latest theory; h) Writing scientific publications i) Developing innovative works; j) Increased ability to present the work (Agus Dudung; Nurkholis, et al, 2017).

In 1955 regarding the teacher professional development in Malaysia, the Malaysian Ministry of Education had formed a committee to look at teacher professionalisation, professionalism and professional development for teachers in Malaysia as a means to improve the teaching profession (Jamil, Mohamed, Razak, & Raju, 2011). The government has continued it's

commitment to achieve the target of 25% of teachers in primary schools and 100% of secondary school teachers with undergraduate qualifications. In early 2004 MOE (Malaysia Organisation Education) started a program to improve the quality of basic education, with the hope of developing it's teachers professionally. For this reason, teachers are encouraged to improve their teaching qualifications through distance education and in-service training at local or foreign universities, which are under continuous professional development programs. Although it has increased to 13.7% for primary schools and 87.1% for secondary schools in 2008, the government faces the challenge of ensuring that all graduate teachers are qualified teachers and are able to face the challenges of curriculum delivery efficiently. Furthermore, the government faces the challenge of managing monitoring which is often through oversight managed by government agencies. Teachers are strongly encouraged to attend in-service courses and continue their education. Thus, the teacher centre has been entrusted to provide facilities for teacher professional development to improve teaching skills. (Jamil et al., 2011; Singh, 1996).

Whereas regarding teacher professional development, in Malaysia, teachers are encouraged to attend courses in positions, continuing education, and opportunities should be given to teachers for study visits abroad to study current developments in education; induction programs are given to teachers who are appointed to new posts and with new responsibilities, the management course is given to teachers who have been promoted to become headteachers, and teacher centres should facilitate teacher professional development; they must be built in strategic locations, equipped with modern technology, fully funded and with adequate staff (Mohd Sofi Ali, 2002; Glatthorn, 1995).

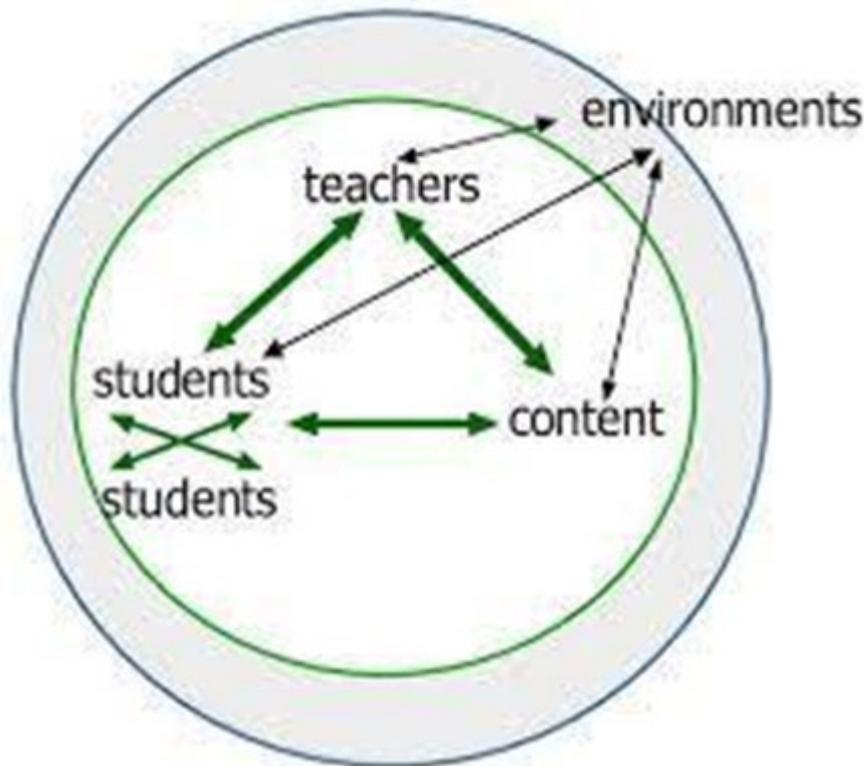
With the comparison of teacher learning and professional development in Indonesia and Malaysia, it is necessary to find out more about the different patterns of teacher professional development in Indonesia and Malaysia.

Literature Review

Learner Teacher

Good teaching is something that is mostly learned through experience; with teaching experience, the teachers find good teaching methods (Jackson, 1986; Murray, 1989). Although learning can occur without teaching, teaching exercises for teachers are activities that need to be considered to achieve learning goals for students (Lampert, 2001; Lee, 2007). Therefore, the instructional triangle model below illustrates the importance of interaction (the role of the teacher as a teacher) with students (people who receive learning).

Figure 1. The instructional triangle



Source: Cohen, Raudenbush, and Ball (2003).

The instructional triangle model illustrates how to teach at schools; teachers are responsible for many things about the growth of students, and teachers as learners must have ideas, the notions, and methods in applying content (learning material) to students. The teacher must allow students to learn, solve problems, understand the environment and connect with their peers (fellow students). Teaching involves/identifies ways in which the teacher thinks about the topic or problem faced, to arrange the next steps in developing teaching methods, and monitoring and assessing student progress (Lampert, 1985; Gilbert Highet, 1966; Ball & Forzani, 2007; Cohen et al., 2003).

Lessons should encourage students to show cooperation and strengthen teacher and student relationships, develop strong relationships by stimulating learners' motivation, have class discussions, good communication, and trust, and create more productive and proactive classroom experiences (Bain, 2004; Weimer, 2010). In addition, the teacher must have pedagogical competence ensuring that each student can achieve the intended learning target, and is responsible for adapting to the development needs of each student; the teacher must ensure that all students' needs are met. (Burton, 2003; Coffey, 2007; Loughran & Berry, 2005).

Student learning outcomes describe skills, abilities, knowledge or values that can be measured after students complete learning, and prepare students to be able to live socially (USC, 2010; Ladsen-Billings, 1994). The learner teacher always improves his ability to understand and help students in applying learning methods in order to achieve learning goals, school goals and even national educational goals.

Teacher Professional Development

The study presents several concepts regarding the scope, focus, and goals of teacher professional development aimed at making teachers professional; teacher professional development is considered as equivalent to teacher education in the office (ongoing) (Little, 1993; Niemi, 2015). In relation to the main objective of teacher professional development, it is considered that teacher professional development is an important mechanism for enhancing teacher knowledge and teaching practices (Borko, 2004; Desimone et al., 2002).

Today, teacher professional development is considered as an investment in human resources such as workshops, seminars or sending teachers to certain conferences to enhance their competence, which is a process in teacher professional development (Odden, Archibald, Fermanich, & Alix Gallagher, 2002; Guskey, 2002). One of the large-scale surveys was conducted in the United States with teachers from various important school subjects, especially mathematics and science, who have identified a range of features related to content and teacher professional development, a design that tends to have a positive value on improving teacher competence and "professional development of high-quality teachers" (Bautista, Cañadas, Brizuela, & Schliemann, 2015; Borko, 2004; Desimone, 2009; Garet et al., 2001).

With regard to the contents of the professional development of high-quality teachers, it is based on certain subjects issued by teachers in the classroom, for example, mathematics, science and history, thereby providing teachers with a better understanding of the subject matter and pedagogical strategies to discuss specific content to students (Carpenter, Fennema, Peterson, Chiang, & Loef, 1989; Penuel, Fishman, Yamaguchi, & Gallagher, 2007).

The teacher professional development with high-quality is adjusted to their knowledge and level of expertise, therefore, it is very responsive to the needs and interests of teachers and is in line with school curricula, standards and national education policies (Putnam & Borko, 2000). The design of teacher professional development with high quality include a) active learning opportunities, including activities to engage in exploration, reflection and discussion; b) the context for collective participation and various professional friends; c) constructive feedback and d) success, meaning there is a follow-up after the professional teacher development program (Bautista et al., 2015; Desimone, 2009; Sherin & Han, 2004).

Results and Discussion

Results

The Comparison of Indonesia-Malaysia based on Weight Means Score (WMS)

Table 1: Teacher Learning

	N	Mean	Equality of Variances (Sig.)	Sig. (2-tailed)
Indonesia	123	73.81	0.844	0.000
Malaysia	123	80.50		0.000

Based on the table above, we know the value of Sig. Equality of Variance is $0.844 > 0.05$ so it can be interpreted that the data variance between the State of Indonesian Country and Malaysian Country is homogeneous or the same. Therefore the interpretation of the table above is guided by the values contained in the table "Equal variances assumed". Accordingly, based on the Sig. (2-tailed) of $0,000 < 0.05$, as the basis for decision making in the independent sample t-test (Difference Test), it can be concluded that H_0 is rejected and H_a is accepted. Therefore it can be concluded that there is a significant (real) difference between the average value of teacher learning in Indonesia and Malaysia.

Table 2: Teacher Professional Development

	N	Mean	Equality of Variances (Sig.)	Sig. (2-tailed)
Indonesia	123	45.80	0.382	0.960
Malaysia	123	45.77		0.960

Based on the table above, the values of Sig. Equality of Variances is $0,382 > 0,05$, thus it can be interpreted that the data variance between Indonesia and Malaysia is homogeneous or the

same. Consequently, the interpretation of the table above is based on the value in the "Equal variances assumed" table. So, based on the Sig. (2-tailed) of $0.960 > 0.05$, it is necessary to base the decision making in the independent sample t-test (Difference Test) and it can be concluded that H_0 is accepted and H_a is rejected. Therefore, there is no significant difference between the average scores of teacher professional development in Indonesia and Malaysia.

The Comparison of Indonesia - Malaysia data based on the Calculation of Correlation Coefficient Significance Test and Determination Test (R Square)

Table 3: The Effect of Teacher Learning on Teacher Professional Development

Variable Effect X – Y	correlation (Sig.)	R Square
Teacher learning - Teacher professional development		
Indonesia	0.000	13.9%
Malaysia	0.192	1.4%

Based on the table above, it can be seen that the correlation value (Sig.) between variable X and Y in Indonesia is 0,000, meaning that there is a significant (real) relationship between teacher learning and teacher professional development. Meanwhile, Malaysia has a correlation value (Sig.) Of $0.192 > 0,000$, so it can be concluded that there is no significant relationship between teacher learning and teacher professional development. Furthermore, in Indonesia, the effect given between teacher learning on teacher professional development is 13.9%, while in Malaysia the influence given by teacher learning on teacher professional development is 1.4%.

Discussion

Based on the results of a comparative study of Indonesia-Malaysia data using Weight Mean Score (WMS), there is a significant difference between the average scores of teacher learning in Indonesia and Malaysia, namely Indonesia and Malaysia are in a good category.

Whereas in the teacher professional development variable, the comparison of Indonesia-Malaysia data is according to Weight Mean Score (WMS), the conclusion is that there is no significant difference (real) between the average value of teacher professional development in Indonesia and Malaysia which is in the sufficient category.

Apart from WMS calculations, the results of a comparative study between Indonesia and Malaysia data with a correlation test is that there is no significant relationship between

teacher learning and teacher professionalism. Furthermore, both in Indonesia and Malaysia, the influence of teacher learning on teacher professional development is on a less influential scale.

In Indonesia, the influence of teacher learning on teacher professional development is essential, meaning that teacher learning must be carried out as a step towards teacher professional development. The role of the teacher as a learner includes facilitating investigations/assessments conducted by students, and teachers must facilitate students in order to find solutions to the problems they face. Teacher learning is obtained by teaching jointly in teams in the same class, observing other teachers' classes and providing feedback (as a comparative study), and exchanging learning tools with peers; teachers must also be involved in discussing the development of learning for special students (as educational inclusion steps); in addition, to ensure the same standards in evaluating students, teachers can collaborate with other teachers; not only that, as learning for teachers, it is advisable to attend team discussion conferences and participate in collaborative professional learning. One of the most prominent things for a teacher is the teacher's role as a motivator; the teacher's role is to convince students that they can do good activities in school, help students appreciate learning, motivate students who seem less interested in school activities, help students think critically and make students obey class rules.

Teacher professional development is as an effort to professionalise teachers or to make the teachers professional. The activities that must be followed by the teacher in professional development are the induction program, general or administrative introduction about schools, training/workshops, educational seminars, observation visits to other schools, observation visits to business organisations, government, and non-government, participating in in-service training in business organisations, government and non-governmental organisations and participating in a qualification program, as well as conducting individual research.

Whereas according to similar studies, the research on teacher learning is that teachers must strive and develop their competence in providing quality learning to students (Jana Hackathorn, et. Al., 2011; Allison Paolini, 2015; Saskia Kistner, et. Al. , 2015). Therefore with this research, teacher learning is carried out in order to keep applying the right method in teaching, understanding students with all their differences, teaching by involving/identifying the ways the teacher thinks about the topic or problem faced, arranging the next steps in developing teaching methods, supervising, and assessing the progress of students (Lampert, 1985; Gilbert Highet, 1966; Ball & Forzani, 2007; Cohen et al., 2003).

Teacher competency improvement is supported by the development of teacher professionalism; various studies on teacher professional development have been carried out, and teacher professional development is conducted to make teachers professional in order to



improve the quality of teachers in teaching that has an impact on students' understanding in learning. (Kirsten Petrie and Clive McGee, 2012; Alfredo Bautista & Rosario Ortega-Ruiz; 2015). Likewise, in the Indonesia-Malaysia data research, teacher professional development is carried out as an effort to professionalise teachers by conducting various activities such as induction, workshops, seminars, observations, training, and research. The main focus of teacher professional development is that it is an important mechanism for increasing teacher knowledge and teaching practices (Borko, 2004; Desimoneetal, 2002). Different research regarding teacher professional development is that teacher professional development must be carried out on an ongoing basis (Bautista et al., 2015; Desimone, 2009; Sherin & Han, 2004).

Conclusion

Based on the results of a comparative study of Indonesia-Malaysia using Weight Mean Score (WMS), there is a significant difference between the average scores of teacher learning in Indonesia and Malaysia, namely they are in the good category. Whereas in the teacher professional development variable, the comparison of Indonesia-Malaysia data using Weight Mean Score (WMS) is that there is no significant difference (real) between the average value of teacher professional development in Indonesia and Malaysia which is in the sufficient category. Besides the WMS calculation, the results of a comparative study of Indonesia-Malaysia with a correlation test is that there is no significant relationship between teacher learning and teacher professionalism. Furthermore, both in Indonesia and Malaysia, the influence of teacher learning on teacher professional development is on a less influential scale.



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