

## **The Implication of Sustainable Career Development Implementation (PKB) On Teachers' Career Management in an Education Unit**

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### **ABSTRACT**

This study aims to examine the implications of the implementation of the Pengembangan Keprofesian Berkelanjutan (PKB) policy on teacher career management in junior high schools in Bandung. The implication is seen in Penilaian Kinerja Guru (PKG) planning where the teacher explores her career needs, in the implementation of PKB where the teacher tries her career strategy, and in the evaluation where the teacher reflects on PKB. Teacher career management appears in the aspects of planning, implementation, and evaluation of PKB

**Keywords:** PKB; planning; implementation; career evaluation

### **INTRODUCTION**

Education still encounters numerous problems and challenges which need attention to be put on more especially on educational policies of teachers' career development. (Granger et al., 2019; Livingston, 2014; Papadouris et al., 2018; Pryor et al., 2012). The problems in teachers' career development have become equal problems that spread in Indonesia. This is shown on several developing issues such as the problem of teacher quality which is argued by Sulisty, the former chairman of PGRI states that the development of competence and career fail to go according to plan. Teachers who have finished their studies from *Lembaga Pendidikan Tenaga Kependidikan* ironically are undergoing a decrease in their competence. Therefore, competence standard needs to be prepared, kept, and scouted. On the other hand, according to *Koalisi Pendidikan Kota Bandung* on "Red-Marked Report for Education in Kota Bandung," six indicators which lead to the problems in Kota Bandung are found: education services without discrimination, budget availability for an obligatory learning program, the availability of quality teachers, teachers' coaching for both schools internal and external, proper education facilities and infrastructures, and the education supervision (Amanda et al., 2017; Awaru, 2017; Nasrullah et al., 2018; Syamsiar et al., 2018).

The mentioned conditions require capacity escalation of career development for teachers who are expected to motivate other teachers to conduct career development and innovation to increase their performance (Granger et al., 2019; Livingston, 2014; Papadouris et al., 2018; Pryor et al., 2012). Self-development, scientific writing, and innovative works are included in three requirements set to practiced by teachers in accordance to sustainable career development program as stipulated on Regulation of the Minister of Administrative Reform RB PermenPan No 16 of 2009 which unfortunately has yet shown any positive signs which cause teachers in large numbers are struggling to develop their career. One of the problems which are

found hard for teachers to do is write scientific and innovative works that are included in the precondition of career promotion especially to acquire promotion from class IV a to class IV b, and so forth.

This issue eventually boils down to the problem of a teacher's quality. The solution which has been done in an education unit, sustainable career development (PKB), is contained in a strategic method in developing a teacher's career. This policy has been used globally which is also known as *Continous Professional Development* (CPD). In Indonesia, PKB is an actual realization of teacher's duty as professional forces after the publication of *Undang-Undang nomor 20 Tahun 2003* covering National Education System, *Undang Undang No 14 Tahun 2005* covering Teachers and Lecturers, and *Peraturan Pemerintah Nomor 19 Tahun 2005* covering National Education Standard and Regulation of the Minister of State for Empowerment of State Apparatus and Bureaucratic Reform Number 16 of 2009 covering Teacher's Functional Position and Its Credit Number. These policies are expected to facilitate teachers to consistently develop their career sustainably and also increase the pedagogic, professional, social, and personal competencies to fulfill future needs and requirements related to their profession as teachers.

The PKB is expected to gain logical consequences (implication) on a teacher's career management in its planning, implementation, and evaluation. This teacher's career management according to Greenhaus et al., (1995) at least consists of (1) career exploration; (2) goal setting; (3) and implementation strategy to the goal. Career exploration is a teacher's activity in collecting information about the teachers themselves and learning more about their career preferences. Through this principle information, teachers are expected to be able to determine realistic career goals, be consistent with scoring and individual aspiration, and environmental conditions. Since this assessment of teachers acts as PNS (Civil Servant) so that their career management will be affected by PKB policy.

Therefore, PKB is intended to be an attempt to increase the teacher's profession which the result is shown on promotion and teacher functional position and affect their performance. Juridically, promotions, and teacher functional positions are the outcome of PKB. PKB is developed following teacher performance profiles as an illustration of a teacher's assessment result with the help of individual evaluation. If the teacher assessment result is still below the competence standard which is included in teacher performance assessment, teachers are obliged to enroll in a sustainable development program which is introduced as development in fulfilling teacher competence standards.

The policy implementation expects to be impactful on a teacher's career development for the rest of their careers. Teachers are responsible and play a significant role in enriching the lives of the nation. To perform professionally as a teacher, teachers are required to always elevate their professional competence sustainably following the development of science and technology. This model is similar to World Bank expectancy in 2007 which mentions that the education model and development must become a sustainable perspective (*a model of lifelong learning*) for teachers who have the responsibility to teach students in all levels and ages. Likewise, Armour & Yelling (2007) state that policy effectiveness is marked by *Continuing/Continual professional development* (CPD). CPD is well integrated within teacher development policy. CPD has to be based on schools, focused on practices, and integrated into

teachers' daily works in the classroom and be related to the reform system to improve the quality of education.

According to the description above, the focus of this study is policy implementation analysis, which is PKB implementation, imbalances between planning and implementation of the policy, and resistor factors and implementation supports.

## **METHOD**

The method used is a qualitative method which deepens the policy implications. The Qualitative Research Methodology suggests that the main data sources in qualitative research are words and actions, the rest is in the form of additional data such as documents and others (Creswell & Creswell, 2017). In qualitative research, the data shown in an abstract, can not be realized in visible objects, but it can be demonstrated (Creswell & Poth, 2018). To maintain the level of validity of the data it is necessary to do these steps: (1) Extension of observation, (2) Perseverance of observations, and (3) Triangulation (Sugiyono, 2016). Analysis of the data used is a descriptive analytic method, which describes the data collected in the form of words, images, and not numbers. Data derived from manuscripts, interviews, field notes, documents, etc., are then described so that they can provide clarity about the reality (Sugiyono, 2010).

## **RESULT AND DISCUSSION**

This study is a study of one aspect of the policy, namely the analysis of policy implementation. Policy implementation includes actions taken by individuals and groups of public and private that are directed to achieve the goals that have been set in the policy decision. This includes a one-time attempt to turn decisions into operational and ongoing efforts to achieve both major and minor changes mandated by policy decisions (Van Meter & Van Horn, 1975). The implementation of policies is very complex. Van Meter & Van Horn (1975) suggested many factors that need to be analyzed in the policy implementation process.

In the PKB planning, the teachers work together with the PKB coordinator of the education unit to compile the PKB plan for one year or two semesters. Teachers' expectations of PKB are needed to complete the SKP (Employee Work Targets) and will eventually be used for functional promotions. But this expectation cannot be realised because the PKB planning has not been carried out in a planned manner either in the education unit or at the City Education Office level.

Schools must identify plans to improve teacher competency through PKB through three steps, namely self-development, producing innovative work, and the publication of scientific research results. The plan is arranged in Teacher Performance Targets or Employee Performance Targets (SKP). For innovation work, teachers are expected to be able to observe or innovate learning methods and teaching aids. For publications, teachers must make an effort to do research or write papers (assignments) which are then disseminated through journals, bulletins and scientific forums. Whereas self-improvement can be done by participating in functional training activities and collective activities of teachers in the MGMP. The PKB implementation plan is then formulated in the SKP.

PKB policy planning is related to improving teacher careers or teacher career patterns in functional positions. To develop a career cycle, teachers need achievements in PKB which include the publication of scientific papers, the achievements of innovation works and the achievements of self-development.

The locus of this research was carried out in 3 (three) schools in Bandung based on regional distribution considerations.

Based on data on the three educational units mentioned above, it was found that the implications of teacher career planning in PKB, in general teachers requiring career planning are those with IVA group, with age and years of service as in table 1 below:

**Table 1.**  
**Teachers Based on Group of IV A, Working Period and Age**

Education Unit	Number of Teachers	Number of Group of IV a	Working Periodn (in years)	Age (in years)
SMPN 14	38	24	19 - 29	54-58
SMPN 48	48	33	> 29	48-53
SMPN 43	38	22	19 - 29	48-53

From the results of the research on the career needs of teachers it was found that the implications of teacher career planning in PKB are that teachers must explore career development through obtaining credit scores from PKG (Teacher Performance Assessment) and PKB credit numbers (Continuing Professional Development). PKG functions to calculate the credit score obtained by the teacher for the performance of learning, coaching, or carrying out additional tasks relevant to the function of the school that they did that year. Moreover, PKB is used to calculate personal development credit numbers, publication of scientific papers, and innovative works. In general, teachers have difficulties in PKB, especially in publishing scientific papers because (1) there is not enough time to write scientific papers; (2) lack of internal motivation; and (3) PKB procedures at the education unit level have not produced any proper works for promotion.

There are three categories of findings on the implications of the implementation of teachers' careers. First, the short-term career goals are to improve the quality of learning, promotion and training on target, attend seminars or training, and make scientific papers. Moreover, their long-term career goals are to be automatically promoted without having to carry out the specified conditions as it is part of the teachers' right. Second, the implementation of the teachers' career strategy is (a) expect a significant incentives from the promotion/teacher functional positions, (b) having supervisors who are able to give technical and practical guidance on writing, (c) promotion of teacher rights does not require much work, (d) training on learning models. Third, the problem with implementing teachers' career strategies is that there are time constraints to achieve these goals as most of their time is consumed to do their obligation to teach.

There are several findings on the implication of the implementation of teachers' career in PKB, related to teachers' attitudes toward career:

- a) Teachers between the ages of 54 and 58 have a tendency that they feel they will not be able to take care of promotions with these reasons (1) they are busy with routine problems; (2)

lack of the ability to write scientific papers; and (3) there is no invitation for career advancement from peers

- b) Teacher with 0 to 6 years work experience have difficulties to link between realistic problems into the discipline of subjects and how to change students' mindset to achieve a better understanding of the knowledge. This problem will be very difficult for novice teachers because novice teachers have only began to construct their knowledge.
- c) Teachers ranging from 7-18 years of work are those who are considered as the groups who have a lot of experience in improving the quality of learning in the classroom, but they also experience obstacles in advancing their careers, especially the promotion of class IVa.
- d) Teachers who have been worked for about 30 years tend to reduce their commitment and career ambitions, but instead focus more on personal goals.

Related to PKB evaluation, there is a very important thing, which is self evaluation. Self-evaluation is the basis for teachers to develop plans for PKB activities. In evaluating yourself there are two main activities. The two main activities are the Teacher's Self Evaluation which is done independently and the Teacher Performance Assessment (PKG) which assessed by an external assessor who is appointed and determined for it. From the results of internal and external assessments, a picture of teacher competence will be obtained. From this description, things that need to be improved and things that need to be improved (development) will be seen.

However, generally, there are no documents that show the results of the teacher's self-evaluation of the planning, implementation and assessment of learning in the educational unit. This teachers' career evaluation is reported to the education office and managed by the City Education Office through the Employee Performance Targets.

All these activities are assessed and credit numbers are determined in the education unit, then reported to the education office. In the process of proposing an increase in the credit score values of both PKG and PKB when an assessment by the Bandung city teacher credit team scores is often not eligible. Therefore the document will be returned and must be corrected.

The finding of the implications of teacher career evaluation is that first, the results of teacher performance appraisal (PKG) function as administrative rather than diagnostic functions because PKG results are understood as (a) the evaluation of PBM, (b) quite difficult to be objective and tend to be more subjective (c) routinely assessed as a formative and summative assessment, and (d) as a requirement to propose an Education Professional Tunjungan through Dapodik. Second, the PKB credit score assessment is integrated with the SKP (Employee Work Target) but has not been used as a proposal for promotion or career development.

PKB is a policy product to create a school environment that fosters the teaching profession. In addition, CPD in the form of CPD can improve the teaching profession more qualified, although there are findings that the CPD process is often radically changed according to the context in which it is applied.

## CONCLUSION

The implication for teacher career management is that in career planning the teacher explores his career development through obtaining credit scores from PKG (Teacher Performance Assessment) and PKB credits (Continuing Professional Development). In career

implementation, teacher attitudes toward careers are related to the length of work and age of the teacher which influences career development in the promotion of the functional position of the teacher (Valickas & Pilkauskaitė Valalene, 2015). Teachers tend not to be able to carry out self-development, publication of scientific papers and innovative works that meet their requirements because they feel they are overloaded. Teacher performance assessment (PKG) is more administrative than diagnostic and the PKB credit score assessment is integrated with the SKP (Employee Work Target) but has not been used as a proposal for promotion or career. In general, this research is a good start for professional developers in order to improve their careers.

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