CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the research context that explains the Definition of Teachers, Teacher Professional Development, Types of Teacher Professional Development Activities, Benefits of Professional Development, Goals and Aims of Professional Development, The Covid 19 Pandemic and Previous Study.

A. Teacher

The teacher is a determining factor for the success of the quality learning process. Quality teachers understand their role and function in the learning process. Bell and Gilbert (1994:493) provide more elucidation. "They do not de ne teacher development but they describe very clearly what, as they interpret it: Teacher development can be viewed as teachers learning, rather than as others getting teachers to change. In learning, the teachers were developing their beliefs and ideas, developing their classroom practice, and attending to their feelings associated with changing". Teachers are professional educators in their fields who have the main task of educating, teaching, guiding, giving direction, providing training, and providing assessments. In addition, an educator must continue to develop his professionalism as a career advancement and increase knowledge and knowledge in line with the times.

Teachers have the authority and responsibility to guide and nurture students. A professional teacher is a measure to determine the competence and abilities of a teacher, becoming a professional teacher is not easy, which can be obtained instantly. Professional teachers must master the subject matter to be conveyed to students, understand how to apply learning methods that are in accordance with the character of students. Teaching experience is needed if you want to become a professional teacher, to gain teaching experience you have to go through a process.

Academia Characteristics of a Good Teacher (Accessed on March 10, 2021) There are several characteristics and qualities of a good teacher. First, Excellent Communication Skills. The most important quality that a teacher must have is

knowledge. But no matter how knowledgeable a person is, if they cannot convey what they know to others in an understandable and interesting way it will be of no use. A good teacher notices when one student out of many clueless students tries to communicate individually when.

Second, Excellent Listening Skills. Apart from being a good communicator, a good teacher is also a good listener. Effective communication only occurs when at least two parties are actively involved in a joint process, and the only way to know if communication is being heard is to ask questions and listen to the answers. So in an ideal learning environment the teacher asks important questions and then actively, carefully, empathetically listens to what the learners have to say. When good teachers develop this quality of patience in themselves, they start to become great. Great teachers listen well and then use what they hear to improve communication.

Third, the ability to develop strong relationships with students. To create a successful learning environment, great teachers must be able to build caring relationships with their students. The best teachers are the people who care the most, not only about their job, but about each student they serve. It is not enough just to love the subject matter: Great teachers also share love with their students. Caring for students is what inspires teachers to reach out, do better, communicate more, ask questions, learn, improve, and improve. This is something that cannot be taught, even in the best schools.

Fourth, Friendliness and Approachability. Because the teacher's job is to help students learn, they must be approachable. Students will have questions that cannot be answered if the teacher is unfriendly and easy to talk to. A grumpy, unapproachable, curt, cruel, arrogant, rude, all-business teacher could not last long. If the students saw their teachers as enemies, they definitely wouldn't learn much. The best teachers are the most open, friendly, and approachable.

The fifth, Preparatory and Organizational Skills. The best teachers have excellent lesson plans, lectures, and assignments that they are constantly improving. They have studied extensively and read extensively about how to teach and methods for facilitating learning. They organize their days, lessons, and units in a way that

fosters maximum understanding and interest. They collaborate with other teachers and attend classes to learn more about their subject matter and how best to convey it.

B. Professional Development of Teachers

The development of professional abilities is actually a conscious and continuous effort to improve the quality of education personnel in an educational institution. Professionalism means achieving high levels of competence in one's work and trying to become experts with continuous learning. Napitupulu (2019:4) states as follows "Development generally refers to general growth not focused on a specific job, it serves a longer-term goal and seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers. Professional development is defined as the uptake of formal and informal learning opportunities that deepen and extend teachers' professional competence including knowledge, beliefs, motivation and self-regulatory skills". Orit Avidov (2016:656) states as follows "Teachers around the world experience a mélange of reforms, created to introduce shifts in educational policies; such systemwide reforms have a direct impact on teachers' professional development". Collinson (2000:125) States that "The best results are obtained if the programme is formally and systematically planned and presented with the focus on enhancement of personal and professional growth by broadening knowledge, skills and positive attitudes". Kaagan (2004:4) states as follows "Obtaining knowledge and sharing existing knowledge and skills with others to join forces are valuable tools for change and improvement".

Cuban (1990:916) states as follows "Teachers are necessarily at the center of reform, for they must carry out the demands of high standards in the classroom". Professionals are people who view learning as a lifelong process and have a standard of attaining knowledge, dedication to work, and maintaining standards of behavior with all those involved in their field. Corcoran & Zucker (1998:916) states as follows "The success of ambitious education reform initiatives hinges, in large part, on the qualifications and effectiveness of teachers. As a result, teacher professional development is a major focus of systemic reform initiatives".

Innovation and change are not the only features of professional development but also the continuity in which teachers need to continue learning to keep up with new changes in the field of teaching and learning. Since professional development is an ongoing process, the term continuous professional development or continuous professional development (CPD) is used to refer to it. Ansie & Marike (2007:54) states as follows "CPD workshops need to be improved to enhance teachers' enthusiasm for attending such workshops". Berliner (2001:35&26) states as follows "Professional development is a process in which the professional identity of the teacher is formed, and implicit knowledge becomes explicit; it is a process of personal and professional empowerment within the realm of one's expertise". For that it is necessary to meet the needs of teachers, students and institutions, and be supported by the world of education.

Based on the understanding of experts about the professional development of teachers above, we can understand that teacher professional development is defined as an effort made to increase the level or professional degree of a teacher which concerns the teacher's ability, both mastery of teaching material or mastery of teaching methodology, as well as teacher professionalism regarding motivation. and teacher commitment in carrying out their duties as a teacher. So that teachers continuously need to develop their knowledge.

C. Different Types of Teacher Professional Development Activities

1. Teacher Working Group / Kelompok Kerja Guru (KKG)

The Teacher Working Group (KKG) is a forum for the collaboration of teachers in one cluster, in an effort to improve their professional abilities. Its main function is to accommodate and solve problems encountered in teaching and learning activities through discussion meetings on teaching examples, demonstrations of the use and manufacture of teaching aids. The KKG is oriented towards improving the quality of knowledge, mastery of materials, teaching techniques and others that focus on creating effective teaching and learning activities. To support the smooth implementation, the KKG also has a management

organization, which consists of the chairman, secretary, treasurer, and members. Fostered by a supervisor and assisted by several teachers who are deemed to have expertise in certain fields of knowledge as guides for fields of study or subjects.

In the Ministry of Education and Culture / Kemdikbud (1995:12) states as follows "The KKG held discussions or exchanged ideas about new information/new ideas related to the education process in general and subject matter that was appropriate to the topic or material of various subjects, media, teaching aids which also needed to be prepared". Relationship between Teacher Working Group (KKG) Activities and Teacher Professional abilities to get recognition as a good and successful teacher, the teacher should try to appear in front of the class with excellence. Each teacher is responsible for increasing his professional competence. Teachers are professionally responsible for continuously improving their abilities. Thus, increasing the professional ability of teachers is the duty and responsibility of the teacher concerned to strive for it. However, not all teachers can do it effectively, therefore, tools are needed that can help them. The teacher working group (KKG) is one of the means or places that teachers can use to improve their professional abilities.

2. Subject Teacher Deliberation / Musyawarah Guru Mata Pelajaran (MGMP)

Depdiknas (2003:4) states as follows "The role of MGMP is to carry out the development of insight, knowledge and competence so that they have high dedication. Doing self-reflection towards the formation of a professional teacher profile". One of the expectations is that the professionalism and teaching performance of teachers who teach in public schools is that there are subject teachers' deliberations (MGMP) including teacher deliberations per subject. Through MGMP activities, teachers will be able to improve their abilities in the learning process. All kinds of difficulties faced in the field will easily find solutions from the MGMP participating teachers and supervisors. Likewise, scientific disciplines should interact and work together in dealing with various problems that arise. An interdisciplinary approach in the form of a work team is an absolute must and must be used as a basis for teacher performance.

MGMP aims to foster teachers' enthusiasm to improve abilities and skills in preparing, implementing, and evaluating teaching and learning activity programs (KBM); Equalizing the abilities and skills of teachers in implementing teaching and learning activities so that they can support efforts to improve and equalize the quality of education; Discuss problems faced by teachers in carrying out daily tasks and look for solutions that are in accordance with the characteristics of subjects, teachers, school conditions and the environment; Helping teachers obtain technical - educational information relating to scientific activities, developments in science and technology, implementation of curriculum, methodology, and evaluation systems in accordance with the subjects they are teaching; Share information and experiences in order to follow and adapt to developments in science and technology, especially in the subjects for which they are responsible.

3. In House Training (IHT)

Sujoko (2012:40) states as follows "In House Training is a training program that is held in its own place, as an effort to improve teacher competence in carrying out work by optimizing existing potentials". In House Training is an activity organized by a school in order to improve the competence of teachers and employees. IHT is of course very important as one of the CPD (Continuous Professional Development) that teachers must always do to maintain their quality. In-House Training is also a form of training program, where the training materials, time and place of training are determined as requested and needed by the requesting participant or institution. Generally, in-house training is carried out by institutions in order to improve the quality of teacher professional development.

4. Information and Communication Technology (ICT)

Information and Communication Technology (ICT) is a broad umbrella terminology that includes all technical equipment for processing and conveying information. ICT includes two aspects, namely information technology and communication technology. Information technology includes all matters relating to the process, use as a tool, manipulation and information management. Meanwhile,

communication technology is anything related to the use of tools to process and transfer data from one device to another. Sarkar (2012:31) states as follows "Information and Communication Technologies (ICT) are referred to as the varied collection of technological gear and resources which are made use of to communicate. They are also made use of to generate, distribute, collect and administer information".

Increasing the quality of life increasingly requires people to carry out various activities that are needed by optimizing the resources they have. Without us knowing it, some activities carried out by humans have been supported by Information and Communication Technology. Information and Communication Technology has both directly and indirectly changed the way we live, the way we learn, the way we work and the way we play. Some of the applications of Information and Communication Technology, among others, in education. As a tool for designing new products quickly, easily, and precisely (accurately).

5. Webinars

The definition of webinar is a term sometimes used to refer to virtual seminars, or online seminars, including part of a distributed education program. The Ministry of Education and Culture (Kemendikbud Accessed on December 5, 2020) through the Directorate General of Teachers and Education Personnel (Ditjen GTK) launched a Webinar Series. Teacher Learning: Learning Adaptation for the Pandemic Period. The Teacher Learning Webinar is aimed at teachers, school principals, school supervisors, widyaiswara, parents and education people. This webinar series is expected to enliven discussion spaces and color learning spaces for teachers during the Covid-19 pandemic. Director General of GTK Kemendikbud Iwan Syahril expressed three key words related to "Teacher Learning Webinar Series: Learning Adaptation in the Pandemic Period", namely sharing and learning, mutual cooperation, and focusing on students.

In several types of teacher professional development activities that the researcher has explained above, it is very important and obligatory for an educator to attend trainings in developing their professionalism as a teacher. There are many

teacher competencies that must be continuously developed in support of good quality as an educator in order to improve teacher care. In these trainings, an educator can exchange ideas between one teacher and another regarding the development of their professionalism, and can also observe the material provided in the training. Not only the knowledge from the training material that was obtained, but also a very valuable and unforgettable experience.

D. Benefits of Professional Development

Glatthorn (1995:41) states as follows "Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically". Because of the clear advantages of professional development for teachers, it is important to provide teachers with a planned and relevant professional development program. Opportunities to participate in in-service training and professional development activities need not only be provided for teachers but also need to be up-to-date, varied and realistic.

From the explanation of the benefits of teacher professional development above is that by carrying out continuous professional development / professional development a teacher will be able to meet standards and develop competencies so that they are able to carry out their main tasks effectively in accordance with the teacher's career needs to face life and challenges related to education in the future.

E. Professional Development Goals and Objectives

Guskey (1991:73) states as follows "Good evaluations provide information that is sound, meaningful, and sufficiently reliable to use in making thoughtful and responsible decisions about professional development processes and effects". Teachers have different goals and objectives in developing themselves professionally. Richards & Farell (2005) states as follows They want to continue learning in order to increase self-confidence, provide better learning opportunities for their students. They are also "interested in increasing their professional knowledge and following developments in theory and practice in the field".

Johnston (2002) states as follows "some teachers undergo professional development activities because they want to understand current educational practices". Richards and Farrell cover understanding learners, seeking promotion or better career opportunities, and mastering various aspects of teaching for purposes of motivating teachers to engage in professional development activities.

From the explanation above, the researcher concludes that the goals and objectives of teacher professional development are the efforts of a teacher to improve the quality as an educator in an institution. Teachers want to always add broad knowledge related to material in accordance with their fields along with the times in the world of education and also increase their abilities to face various kinds of challenges in education in the world of education.

F. The Covid Pandemic 19

The COVID-19 pandemic is a worldwide event of the spread of Coronavirus disease for all countries. This disease is caused by a new type of coronavirus, named SARS-CoV-2. The COVID-19 outbreak was first detected in Wuhan City, Hubei Province, China on December 1, 2019, and was declared a pandemic by the World Health Organization (WHO) on March 11, 2020. The SARS-CoV-2 virus is thought to have spread among people. people mainly through the respiratory droplets produced during coughing. These splashes can also result from sneezing and normal breathing. In addition, the virus can spread by touching contaminated surfaces and then touching someone's face. The disease COVID-19 is most contagious when the person who has it has symptoms, although the spread may occur before symptoms appear. The time period between exposure to the virus and the appearance of symptoms is usually around five days, but can range from two to fourteen days. Common symptoms include fever, cough and shortness of breath. Complications can include pneumonia and severe acute respiratory disease.

G. Previous Study

The first previous research was conducted by Jehan Ahmed Al Neaimi (2007) from the faculty of the American University of Sharjah was entitled "Professional Development for Teachers of English In The UAE". The results of this study address the problems of professional development for English teachers in the UAE. It is focused on professional development because of its role in improving the quality of teaching students receive and enabling teachers to grow and develop in their careers. The research findings show that teachers are aware of and appreciate the role of professional development for their teaching situations. Teacher awareness should lead them to seek further professional development and training programs and to participate in planning and organizing these programs. Their belief in the importance of professional development can be seen as the first step in encouraging them to embark on new learning and development efforts. In addition, teachers' awareness and appreciation of the importance and benefits of professional development needs to be met with the availability of adequate professional development programs and resources and rewarded with career advancement opportunities.

The second previous research was conducted by AbdulRahman Al Asmari (2016) from the Associate Professor, Faculty of Arts, Taif University, At-Taif, Saudi Arabia entitled "Continuous Professional Development of English Language Teachers: Perception and Practices". This research focuses on the attitudes and perceptions of English teachers towards professional development, activities, and barriers that can hinder change or growth. Data collected through questionnaires, responded to by CPD participants, reflecting that teachers recognize professional development as a necessity hours and is indispensable for their academic and management skills. The majority of teachers reflect that they set their goals to improve professionally and reflect on their teaching, so they believe in teamwork and collaboration well. The findings of this study reveal that CPD is basically perceived as a learning activity, a challenge to think creatively / critically as a student and as a teacher, learning with their peers. However, respondents expressed concerns about networking with colleagues, instruction from experts, and

discussions to assist them in solving their classroom problems based on impressions of short CPD duration, large number of participants and seating arrangements. After attending CPD in their feedback the current study participants reaffirmed their professional improvement and leadership skills realizing the importance of CPD in developing their teaching skills. They admit that the CPD provides them with challenging changes in their knowledge, skills, attitudes and beliefs. Based on the findings, there are demanding issues regarding CPD that require immediate attention. These issues include concerns about institutional policies and support, indigenous activities undertaken during the CPD, and follow-up activities.

The third previous research was conducted by Meilan Nirmala Shinta (2018) from Halu Oleo University entitled "Study of Professional Development and Career English Teacher". This study focuses on the teacher's process of meeting professional qualifications and the career development process. Researchers here are looking for information on things that hinder teachers from fulfilling professional and career development. The scope of this research focuses on 2 of the 4 competencies that must be possessed by a teacher, namely: pedagogical competence and professional competence. This research method is descriptive qualitative with a case study approach. The subject of this study used the principle of purposive sampling, namely that there were 3 English teachers who were the subjects of this study. In-depth interviews and observations. The results of this study illustrate that: 1). Pedagogic competence: teachers who have attended learning-based IT training tend to apply a scientific approach to learning English in class K13 than teachers who have never attended it; Professional competence: MGMP activities for urban teachers in Kendari indicate that this activity is active, while for teachers who teach in villages in other districts the activities are not routine. 2). Matters that become obstacles include: Pedagogic competence: systemic which is a periodic in-depth workshop curriculum so that teachers' understanding that still needs to be improved must deal with the implementation of the curriculum that must be run, insufficient facilities to assist in classroom learning, are still low, especially in the area; barriers to the professional competence of MGMP activities that are not routine in the regions, trained MGMP instructors

are not suitable in their fields. The conclusion is that there is still a need to improve the system of teacher competency activities in the pedagogical and professional sections so that the process of improving teacher professionalism and careers can be more meaningful and useful in developing teacher assignments.

There are differences between the three previous researchers and my research. The first previous researchers had differences in their research designs. The researcher here uses a quantitative research design because the results of the study are in the form of numbers. Professional development in this research has two focuses, professional development for teacher careers and student learning outcomes. The second previous researcher. This study focuses on the attitudes and perceptions of English teachers towards professional development, activities, and barriers that can hinder change or growth. This third previous researcher focused on the teacher's process of meeting professional qualifications and the career development process. Researchers are here looking for information about things that hinder teachers from fulfilling professional and career development. The scope of this research focuses on 2 of the 4 competencies that a teacher must have, namely: pedagogical competence and professional competence. The most striking difference between the three previous researchers and my research is the situation, the researcher is now in a situation with the Covid 19 pandemic.

There are similarities between the three previous researchers and my research. The first previous researcher, this research lies in the professional development research of English teachers. The second and third previous researchers both used qualitative research designs.