



## TEACHER PROFESSIONALISM DEVELOPMENT STRATEGY IN THE DIGITAL ERA: CHALLENGES AND OPPORTUNITIES.

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### Abstract

The purpose of this study is to examine tactics for fostering professionalism among educators in the digital age, determine the obstacles and chances educators have as they work to advance their professionalism in a digital setting, make suggestions on how to improve teacher professional development's efficacy in the digital age. In this study, a literature review design is combined with a qualitative methodology. Information is gathered from a variety of sources, such as books, blogs, websites, and scholarly publications. The data is analyzed using content analysis techniques. Articles and publications that address teacher professional development in the digital age are the study's participants. The following are the selection criteria for articles: Pertinence to the subject of inquiry, The caliber of the research approach, The reliability of the information provided, Research findings. The study identifies a number of tactics that can be used in the digital age to advance teacher professionalism. Among them are: Professional Training and Development: Offering teachers continual chances for professional development to improve their proficiency with technology and digital pedagogy. Online Learning: Encouraging educators to take part in self-directed learning initiatives and online courses in order to expand their knowledge of technology and education and to gain new skills. Encouraging teachers to join professional learning communities (PLCs) in order to promote the exchange of ideas, resources, and experiences. Mentoring and Coaching: Providing access to programs run by seasoned educators to foster professional development and knowledge acquisition. Technical Support: Providing instructors with the necessary tools and assistance to successfully incorporate technology into their lesson plans.

### Abstrak

Tujuan dari penelitian ini adalah untuk menguji taktik untuk membina profesionalisme di kalangan pendidik di era digital, menentukan hambatan dan peluang yang dimiliki oleh para pendidik ketika mereka bekerja untuk memajukan profesionalisme mereka dalam lingkungan digital, dan memberikan saran mengenai cara meningkatkan keberhasilan pengembangan profesionalisme guru di era digital. Dalam penelitian ini, desain tinjauan literatur dikombinasikan dengan metodologi kualitatif. Informasi dikumpulkan dari berbagai sumber, seperti buku, blog, situs web, dan publikasi ilmiah, data dianalisis menggunakan teknik analisis konten, artikel dan publikasi yang membahas pengembangan profesionalisme guru di era digital menjadi partisipan penelitian ini. Berikut ini adalah kriteria pemilihan artikel: Relevansi dengan subjek penelitian, Kualitas pendekatan penelitian, Keandalan informasi yang diberikan, Temuan penelitian. Penelitian ini mengidentifikasi sejumlah taktik yang dapat digunakan di era digital untuk memajukan profesionalisme guru. Diantaranya adalah: Pelatihan dan Pengembangan Profesional: Menawarkan kesempatan yang berkelanjutan kepada para guru untuk pengembangan profesional guna meningkatkan kemahiran mereka dalam menggunakan teknologi dan pedagogi digital. Pembelajaran Online: Mendorong para pendidik untuk mengambil bagian dalam inisiatif pembelajaran mandiri dan kursus online untuk memperluas pengetahuan mereka tentang

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teknologi dan pendidikan serta untuk mendapatkan keterampilan baru, Mendorong para guru untuk bergabung dengan komunitas pembelajaran profesional (PLC) untuk mempromosikan pertukaran ide, sumber daya, dan pengalaman. Mentoring dan Pembinaan: Menyediakan akses ke program-program yang dijalankan oleh para pendidik yang berpengalaman untuk mendorong pengembangan profesional dan akuisisi pengetahuan. Dukungan Teknis: Menyediakan alat dan bantuan yang diperlukan bagi para pengajar agar berhasil memasukkan teknologi ke dalam rencana pelajaran mereka.

## INTRODUCTION

The world of education is currently facing great challenges in adapting to the development of digital technology. Teachers as the spearhead of education must be able to integrate technology in the learning process to prepare students for the 21st century digital revolution. Therefore, teacher professional development (TPD) is the main key in transforming education in the digital era.

### Teacher Professional Development (TPD) and Digital Competency

Improvement Teacher professional development (TPD) must be directed at improving digital teacher competencies. This includes the ability to utilize technology, integrate technology in learning, and facilitate learners to develop 21st century skills. Methods that can be applied include training, mentoring, learning communities and collaboration between teachers.

### Integrating Technology in Learning

Integrating technology in learning is the know-how in today's digital era. Teachers must be able to utilize various digital platforms and applications to enrich learning methods, increase learner engagement, and facilitate bold learning. The implementation of pedagogical innovations, such as project-based learning, collaborative learning, and problem-oriented learning, can be supported by the effective use of technology.

### Online Learning and Pedagogical Innovation

Online learning has become a solution during the COVID-19 pandemic and continues to develop as one of the future learning models. Teachers must be able to design and manage quality courageous learning, by applying pedagogical innovations, such as the use of multimedia technology, the development of courageous learning communities, and authentic learning assessment.

### Teacher Empowerment through Communities of Practice

Communities of practice can be a place for teachers to share experiences, collaborate, and learn together in developing innovative learning practices. Communities of practice can be school-based, district-based or even national, utilizing technology to facilitate interaction and collaboration among teachers.

The transformation of education in the digital era requires teachers who are professional and able to adapt quickly. Teacher professional development (TPD) that focuses on improving digital competencies, integrating technology in learning, courageous learning and pedagogical





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innovation, and empowering teachers through communities of practice are important steps to realize quality education that is relevant to the demands of the 21st century.

## **RESEARCH METHOD**

### **Approach and Type of Research**

This research used a qualitative approach with the type of Classroom Action Research. Classroom Action Research was chosen because it is in accordance with the research objectives, namely to improve the quality of learning through teacher professional development (TPD) and technology integration in the classroom. Through Classroom Action Research, teachers can systematically examine and improve learning practices in their classrooms.

### **Participants and Research Setting**

The participants in this study are teachers in schools that have implemented teacher professional development (TPD) programs and integrated technology in learning. The research will be conducted in several classes from these schools, involving teachers who have participated in the TPD program and implemented technology in the learning process.

Classroom Action Research Procedure. This Classroom Action Research will be conducted in several cycles, with the following stages: (1) Planning, including identification of problems, analysis of causes, and preparation of action plans; (2) Action, namely the implementation of the action plan that has been prepared; (3) Observation, in the form of observation of the process and results of action; and (4) Reflection, to analyze and evaluate the actions that have been taken.

### **Data Collection**

Data will be collected through interviews, observations, documentation, and tests. Interviews will be conducted with teachers to obtain information about their understanding, experiences, and constraints in professional development and technology integration. Observations will be made to observe the learning process in classrooms that have integrated technology. Documentation will be done on lesson plans, teaching materials, and student work. Tests will be conducted to measure student learning outcomes after the implementation of the action.

### **Data Analysis**

The collected data will be analyzed qualitatively with interactive analysis techniques, including: (1) data reduction, namely focusing, simplifying, and transforming rough data; (2) data presentation in descriptive form; and (3) conclusion drawing and verification. Data analysis was carried out in stages along with the implementation of the class action research cycle.

### **Indicators of Success**

The indicators of success in this study are: (1) increased teacher understanding and skills in integrating technology in learning; (2) improved quality of the learning process marked by increased student participation and enthusiasm; and (3) improved student learning outcomes after the implementation of the action.





This research is expected to provide a comprehensive picture of the transformation of education in the digital era, especially related to teacher professional development (TPD) and technology integration in learning. The results of the study can be a reference for schools and teachers in developing effective TPD programs and improving the quality of learning through technology integration.

The method used to collect data is (Training and Workshop = TW). To get results from activities optimal, then the TW strategy begins with providing information bilaterally, followed by giving assignments individually and in groups, clinical monitoring of participants' understanding and evaluation

The regional coordinator of the education department is the host of this workshop activity  
1.



The method that used at training and workshops are counseling, questions and answers, discussions group, visualization, and Peer Teaching.

### **1) Counseling/Lectures.**

This method is applied in order to increase awareness and knowledge on the part of teachers in terms of implementing the learning process in class, selecting strategies, using media, and implementing learning evaluations in class.

### **2) Q&A. After serving**

Material in the form of small talk, then questions and answers are held regarding matters relevant to improving the quality of learning in the classroom. The role of the presenter's experience and openness in discussions greatly influences the process of implementing training and workshops.

### **3) Discussion between small groups.**

This is done to provide space for the teachers concerned to share knowledge and experiences in learning English in the classroom. In this activity, it is hoped that teachers and instructors can learn from each other about learning strategies and things that are relevant to the effectiveness of classroom learning. Apart from that, discussions between small groups are an exchange session and transfer of knowledge to one another regarding the use of media in classroom learning.





#### **4) Demonstration and Visualization.**

To make it easier for teachers to understand, teaching aids in the form of media and English learning modules will be provided to enrich partner references in implementing learning in the classroom. This demonstration and visualization is a step to convince teachers that the product model shown will further motivate teachers that they are able to do it to the standard of their abilities and with the help of training and workshops.

#### **5) Peer Teaching.**

This activity was carried out to observe teacher performance in using media, implementing learning strategies, applying lesson plans and conducting evaluations. This peer teaching is the last session carried out as a form of proof of the effectiveness of using media that is created as a product to be subsequently applied in the classroom to improve the quality of English learning in the classroom.

#### **The media that was employed**

1. The accessibility of materials such as flash cards and puppets that are specifically utilized in classroom instruction.
2. Teaching aids in the form of media and English learning modules will be supplied to enhance partner references in implementing instruction in the classroom, making it easier for instructors to grasp.
3. This service's output has been produced in line with the goals specified in the workshop exercises, which included creating instructional media for English language acquisition through the design and development of basic materials like flash cards and puppets.







### Media that used

This activity can be concluded that very effective use of media depends on skills and skills of a teacher in teaching, this is the real thing called teacher professionalism. Application of internal media teaching that is equipped with lesson plans and Ready-to-use modules and media very helpful and complementary to teachers achievement of a learning objective every meeting, automatically thing is said to have been effective teacher professionalism as a professional teacher. *Teacher oriented* , in this case it will of course make learning English very ineffective in its application, even though students receive the material but without follow-up such as direct practice, it will make students only get the theory without getting enough practice, so that This makes students not have enough self-confidence.

Therefore, we have to implement *student oriented and integrated* , which will make students more active and try new things or try material and theory that can be used as practical material, so that students will become more confident individuals, even though it is quite difficult because most students don't dare to try and tend to be afraid of making mistakes, therefore we have to force a little even though students are sometimes not brave enough to try practice, but this is for the good of students in order to achieve success in implementing learning.

The following is an example of the application of media used in learning:





## CONCLUSION

The transformation of education in the digital era requires systematic and sustainable efforts in teacher professional development (TPD) and technology integration in learning. Developing teachers' digital competencies, implementing innovative technology-based pedagogies, and establishing learning communities of practice are key to preparing a 21st century generation capable of facing future challenges.

This research provides a comprehensive overview of best practices and challenges in developing teachers' digital skills and implementing innovative technology-based learning. The results of this study are expected to serve as a reference for schools and education stakeholders in designing and implementing effective education transformation programs in the digital era.

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