



# ANALYSIS OF THE IMPLEMENTATION OF THE PROFESSIONAL COMPETENCY DEVELOPMENT PROGRAM IN CAREER PATH PLANNING FOR MAPEL TEACHERS AT MA'ARIF 02 ISLAMIC JUNIOR HIGH SCHOOL, MALANG CITY

Vikha Nur Laili Rohmawati, Ahmad Nurabadi\*

State University of Malang, Jl. Semarang No. 5 Malang, East Java, Indonesia

\*Author of correspondence, Email: [vikha.nurlaili.2301316@students.um.ac.id](mailto:vikha.nurlaili.2301316@students.um.ac.id),  
[ahmad.nurabadi.fip@um.ac.id](mailto:ahmad.nurabadi.fip@um.ac.id)

## Abstract

The Professional Competency Development Program (PKP) is a strategic initiative that aims to improve the quality of teachers while supporting their career planning in teaching various subjects in schools. This study aims to analyze the implementation of PKP, including the effectiveness of the program, the challenges faced, and its impact on teacher professionalism. This study uses a qualitative approach with a case study approach at SMP Ma'arif 02 Malang City. The findings of the study show that although the program offers opportunities to improve competence, there are still obstacles in technology adoption, limited access to training, and differences in motivation levels between young and senior teachers. Therefore, a more inclusive and needs-based strategy is needed to ensure the effectiveness of the program in sustainable teacher career development.

**Keywords:** Professional Competency Development; Teacher Career Planning; Education Challenges

## 1. Introduction

Education is a learning process that aims to develop a person's knowledge, skills, and character. In an effort to improve the quality of education, the role of teachers is vital, as they are directly involved in the learning process and the development of students' competencies.

Teachers are one of the most crucial professions to be developed in the world of education. Efforts to develop the teacher profession aim to improve their quality and competence, so that they can become professional teachers who are able to have a positive impact on the teaching and learning process (Rohmansya & Setiyawan, 2018). In accordance with their responsibilities, teachers are professional educators who have an important role in improving the quality of education and achieving educational goals (Tanjung, 2020).

Teacher competence can be improved effectively through various teacher training and development activities organized by the government, educational institutions, or schools and teacher training organizations (Kurtarto & Sugandi, 2018). In addition to living as a profession, an educator also needs to develop his career as a teacher. Therefore, every teacher is strongly encouraged to continue to develop their careers through the various coaching and development activities available (Hasanah, 2016).

One of the initiatives designed to improve the competence of teachers is **the Professional Competency Development Program (PKP)**. This program aims to

strengthen teachers' pedagogic skills and professionalism, as well as help them adapt to the development of science and technology in the world of education. In addition, professional competency development programs also play a role as an alloy in planning teachers' career paths, so that they not only improve teaching skills, but also have a more planned and structured career development direction.

However, in its implementation, this program still faces a number of challenges. One of the main obstacles is the lack of understanding and awareness among teachers about the benefits of this program in supporting their career development. In addition, limited access to training, especially for teachers in remote areas, is an obstacle in optimizing the program. On the other hand, senior teachers often have difficulty adopting new learning methods, especially technology-based ones, so the level of effectiveness of these programs varies from one region to another.

In accordance with government policy, as stipulated in Law No. 14 of 2005 concerning teachers and lecturers article 20, it is stated that in carrying out professional duties, teachers have the obligation to continuously improve and develop their academic qualifications and competencies, in order to be in line with the development of science, technology, and art (Law of the Republic of Indonesia No. 14 of 2005).

A professional teacher does not emerge by chance, but rather through a series of processes that involve continuous self-development and experience. Therefore, it is very important to implement programs that are directly related to the needs and interests of teachers, in order to improve the quality of education. With this step, all stakeholders and the community involved in education can be optimistic that the future of education in Indonesia will be brighter (Nurkholis, et al. 2023). There are also forms of professional development that are in line with a study conducted by Kasmayadi (2018) that the construction of sustainable professional development activities for teachers has seven dimensions, including: (1) reading, (2) learning development and assessment, (3) education and training, (4) scientific publication, (5) publication of innovative works, (6) reflective, and (7) collaborative (Yuyun. E., et al. 2023).

Sustainable professional development for teachers is a process that includes various aspects of activities that can be designed to improve teachers' competence and performance in teaching (Eko. B., et al. 2023). Professional development programs have been widely implemented in various countries, including Indonesia, which still exist in various challenges in their implementation. In Indonesia, there is teacher development that has been regulated in clear policies, such as the Regulation of the Minister of Education and Culture No. 16 of 2007 which regulates the standards of Academic Qualifications and Teacher Competencies (Kiki. D. & Arimurti. K. 2023).

Through this study, it will be analyzed how the implementation of professional competency development programs in planning the career paths of subject teachers in schools, the challenges faced, and solutions that can be proposed to increase the effectiveness of the program. With a clear mapping, it is hoped that this program can be more optimal in improving teacher professionalism and supporting the improvement of the quality of learning in schools.

## 2. Method

This study aims to describe the professional competency development program applied in the career path planning of subject teachers at Ma'arif 02 Islamic Junior High School, Malang City. Thus, the data to be collected in this study is descriptive, aiming to understand how the implementation of the program takes place in schools. The type of research used in

this study is qualitative with a descriptive analysis approach. Qualitative research itself is a research process that produces descriptive data in the form of both written and spoken words taken from people and observable behaviors. The main objective of this study is to provide a systematic overview of the facts found in the field. The data obtained is verbal and can be in the form of sentences and phenomena without involving numbers (Arikunto, 2019).

This type of research is quantitative research where according to Ibnu in (Arifudin, 2018) quantitative research is stated to be a research whose data is verbal and analyzed without using statistical techniques (Ani. A., 2022).

### 3. Results and Discussion

#### 3.1 Implementation of professional development programs in increasing teachers' motivation and confidence in career planning

The Professional Competency Development Program (PKP) aims to improve the quality of teachers, both in terms of pedagogical, professional, social, and personality competencies. However, the implementation of this program is still not optimal in various schools, including at Ma'arif 02 Islamic Junior High School Malang City. The results of the interview with Mr. Hussein show that senior teachers face great challenges in adopting this program. Many of them are still using old teaching methods that have been used for years. On the other hand, younger teachers tend to be more receptive to changes and developments in learning methods. One of the main obstacles faced by senior teachers is the difficulty in adapting to technology that is increasingly developing in the world of education. Teachers over the age of 50 often take longer to understand and implement innovations in teaching. As a result, the implementation of the professional competency development program in schools has not reached the maximum level and still requires a more inclusive strategy to increase teachers' motivation and confidence in planning their careers.

Motivation is one of the internal factors that plays a very important role in shaping teacher competence. Competence does not only come from knowledge and skills, but is the result of a combination of several personal aspects, namely character (traits), self-concept (self-concept), and internal motivation. The three work synergistically in forming professional attitudes and behaviors in carrying out their duties in the Education environment (Sacricoban, 2015).

The implementation of self-development is realized by teachers through their participation in functional training activities as well as collective activities such as MGMP. These training activities provide opportunities for teachers to learn, in order to improve the knowledge, skills, and behaviors necessary to support their work (Noe, Hollebeck, Gehart and Wright, 2003: 251). The implementation of the program can be carried out in the participation of teachers in various trainings and can be implemented into innovative works such as learning media and the creation of learning videos (M. Bakron, et al. 2024).

Each program certainly has a positive impact and a negative impact on a professional development program. The positive impact that exists on professional development programs with the existence of professional development programs is that teachers can increase their insights, add friends, and also be able to share with each other about existing problems to be solved together. The negative impact of the professional development program is to abandon the obligation as a teacher so that it has an impact on students. This can result in students who are harmed by teachers should have the right at school to receive

knowledge, but because of the task to participate in the professional development program, they are forced to leave the classroom (Luthfi. K & Ganes. G. 2018).

The implementation of a continuous professional development program can increase teachers' motivation and confidence in planning their careers. Through training and self-development, teachers become more confident in facing professional challenges. The professional development program can have a good influence in providing good provisions for teachers to carry out their roles and functions so that they can carry out teacher performance that will experience improvement (Chilvia. F., et al. 2021).

### **3.2 The influence of the implementation of professional development programs can help teachers in identifying teachers' career development needs**

One of the main goals of the professional competency development program is to improve the quality of teaching to suit the times and the needs of students. However, based on interviews, the implementation of this program has not had a significant impact on changes in the quality of teaching in schools. Teachers who still use the old method tend to maintain the conventional approach in the learning process, so that there is no significant innovation in the classroom. As a result, students still get a learning experience similar to the old learning system that is less interactive.

The resource person said that the difference in teaching quality between schools that have successfully implemented professional competency development programs and those that have not been optimal. Schools that successfully adopt teaching methods based on professional development programs tend to show significant progress in the quality of learning, preferably schools that have not maximized this program are still late in their development. Therefore, it is necessary to increase training that is more focused and in accordance with the needs of teachers. This will ensure that the program can be implemented more effectively, ultimately improving the quality of teaching.

A teacher's career is not an instant process, but rather a systematic and continuous journey consisting of several stages. A teacher's career implies the understanding that teachers' professionalism is formed gradually and continuously. Therefore, education policies must support each other at this stage with a holistic approach (Cheng, 2006 in Samnur, 2023).

Professional development programs need to require a variety of effective strategies and approaches. So that their professional and career development programs must be the main focus in efforts to improve the quality of education. Teachers must have the opportunity to improve the quality of education through self-development such as attending courses, seminars, and conferences (Inda. P., et al. 2024).

Some views related to professional development programs are an obligation and a necessity for a teacher who already has the status of a civil servant who wants to improve his quality and raise his rank. This is because the professional development program consists of many activities that are useful for teachers in developing their potential and self-development (Adinda. N. P., et al., 2024).

Waluyanti & Sunaryo (2014:156), The planning stage in the teacher professional development program is not only the preparation of schedules and resource allocation, but more fundamentally the process of identifying needs. There are significant differences in the need for teacher professionalism development materials when viewed from the different levels of functional positions. Beginner teachers, for example, tend to need reinforcement in

basic aspects such as learning planning, classroom management, and learning outcome assessment (Nurkolis, et al. 2017).

### **3.3 The effect of the implementation of professional development programs on improving the quality of teacher teaching in schools**

Professional competency development programs are expected to help teachers in better planning their career paths. However, in practice, this program has not fully run according to expectations. Based on an interview with Mr. Hussein, one of the main factors that affect the effectiveness of professional competency development programs is the motivation of teachers in planning their careers. Teachers who are nearing retirement tend to be less motivated to follow competency development, because they are more focused on completing their service rather than improving their careers.

In addition, not all teachers realize how important professional competency development programs are in supporting their career progress. The lack of understanding of how this program can support the improvement of teachers' rank and professionalism is another factor that hinders the implementation of professional competency development programs. Therefore, it is necessary to carry out more intensive socialization and a more personalized approach so that teachers can understand the importance of career development in their profession.

Professional development is very influential in the quality of education in a school. The influence of teacher professional development on the quality of education, thus professional development must be interrelated with learning or differentiated with various improvements in teacher performance or have an impact on teachers and students (Ani. A., et al. 2022).

A study shows that online training conducted through zoom cloud meetings will be able to improve the quality of teacher teaching in several areas. This training is designed to be able to improve technology mastery, curriculum integration, and innovative teaching skill development (Joni. W., et al. 2023). Professional development programs have a contribution to improving teacher performance, which ultimately has an impact on improving the quality of students. In addition, this professional development program can also increase teachers' motivation by providing support for their career development, which can create a positive and productive school culture (Iswati, 2025). Knowledge and skills play a very crucial role in creating a meaningful and effective learning experience for students, a deep understanding of the subject matter taught allows teachers to convey information accurately, systematically, and interestingly (Wardany & Rigianti, 2023 in Naya. I., et al., 2024).

### **3.4 Factors influencing the implementation of professional development programs for teachers in schools**

Based on the results of the interviews, there are several main factors that affect the effectiveness of the implementation of professional competency development programs in schools. One of the important factors is the extent to which teachers are able to accept change. Younger teachers tend to be more adaptive to new technologies and learning methods, while more senior teachers often have difficulty adapting to these changes.

Limited access to training is also an obstacle in the implementation of professional competency development programs. Teachers in remote areas often face challenges in

attending training, both online and face-to-face. This condition further exacerbates the gap in quality of education between schools that have access to adequate training and those that do not. Therefore, a more equitable strategy is needed in the distribution of training and resources to support the success of this program in all regions.

Factors that can hinder professional development activities include self-development, scientific publications, and innovation works, including: lack of knowledge, skill ability, low interest, and low motivation of librarians (Darmiati, et al. 2019). There are several factors that can influence the success and failure of implementation. Where there are many factors that interact and influence each other (Anjar. W., et al. 2025).

### **3.5 Challenges faced in the implementation of teacher professional development programs in schools**

The main challenges faced in the implementation of professional competency development programs are age factors, difficulties in adapting to technology, and limited access to training. Senior teachers, especially those over the age of 50, face significant challenges in understanding and adopting technology-based learning innovations. As Mr. Hussein said, many senior teachers are finding it difficult to adapt to new developments in education, especially those related to the use of digital devices and technology-based learning systems.

The limited facilities and technical support in the implementation of professional competency development programs are also a challenge in itself. Not all schools have adequate infrastructure to support technology-based learning. Therefore, it is important to adopt a more innovative and flexible approach, so that teachers, especially experienced ones, can more easily accept and implement educational innovations in their classrooms. Heavy workload makes teachers feel physically tired and lack time to follow the passion for professional development (Davis & Bwisa, 2013)

Obstacles in career development according to Krestyawan (2018) that "the main obstacles in career development are: lack of confidence, having bad habits and behaviors, lack of innovation to develop a career, having career goals and self-values that are not aligned, lack of self-awareness about self-strength, knowledge, self-skills, and the inability to communicate effectively (Rendra K. 2018 in Darmiati, et al. 2019). Challenges in the implementation of professional development programs include internal obstacles such as limited time and teacher motivation, as well as external obstacles such as lack of facilities/media for professional development program publication and institutional support. The purpose of professional development programs for teachers is to overcome difficulties, problems, obstacles / obstacles both internally and externally (Kaolan. 2016).

A challenge in a sustainable development program is the lack of school management's support for the sustainable development program. Sutopo and Wulandari (2019) noted that there are still many schools that have not fully supported the implementation of sustainable development programs, both in terms of resources and managerial commitment (Alya. Z. R., et al. 2024).

The sustainable professional development program is a strategic initiative to improve teacher competence and professionalism. However, in practice, the implementation of professional development programs in various regions still faces various obstacles that hinder the effectiveness of the program. Obstacles that can hinder the effectiveness of the program. This obstacle does not only come from external sources, but also comes from internal factors of teachers as the main implementers of the program (Nurkolis. S. K. & Yovitha. Y., 2019).

#### 4. Conclusion

Based on the results of the interviews that have been held, it can be concluded that the implementation of the professional competency development program (PKP) still faces many challenges, especially in adoption by senior teachers, limited access to training, and gaps in understanding the benefits of the program. In addition, the effectiveness of the program in supporting teacher career path planning is still not optimal, especially for teachers who are approaching retirement. To increase the success of professional competency development programs, a more flexible and inclusive strategy is needed. This includes training tailored to needs, providing special support for senior teachers, and increasing access to training in various regions. With these steps, it is hoped that professional competency development programs can be more effective in improving teacher professionalism and the quality of learning in schools.

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