TPD@Scale in Indonesia:
A Case Study of Teacher Learning Centres

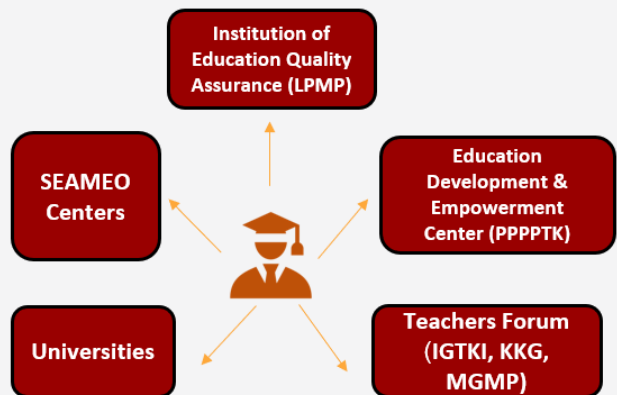## Juliana
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August 2021

# TPD in Indonesia: Context and issues

Indonesia TPD System Overview

- **3.9 mio** teachers in Indonesia need to be trained (Kemdikbud, 2020)
- **707.324** teachers' shortage in Indonesia in 2019 and the numbers are doubled by 2024 (Kemdikbud, 2019)
- Limited access and high cost of PD to serve a great number of teachers
- Most PDs are centralized, applying a top-down approach, and less contextualization
- Ineffective Subject Teachers Working Groups due to unstructured programs, limited access from the rural areas, and minimum supervision from the local government
  (a preliminary research conducted by University of Indonesia, 2018)

Highlights:
- Quality : Teachers still struggle to conduct effective learning, resulting to low performance of students. Massive teacher shortage in 2024 due to retirement will be a critical bottleneck, serving +/- 45 million students across levels
- Equity: Quality training is a huge challenge due to geographical issues
- Efficiency: High cost structures to serve the 3 millions teachers

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The TPD@Scale model in Indonesia: Teacher Learning Centre
As centre for a sustainable teachers learning community
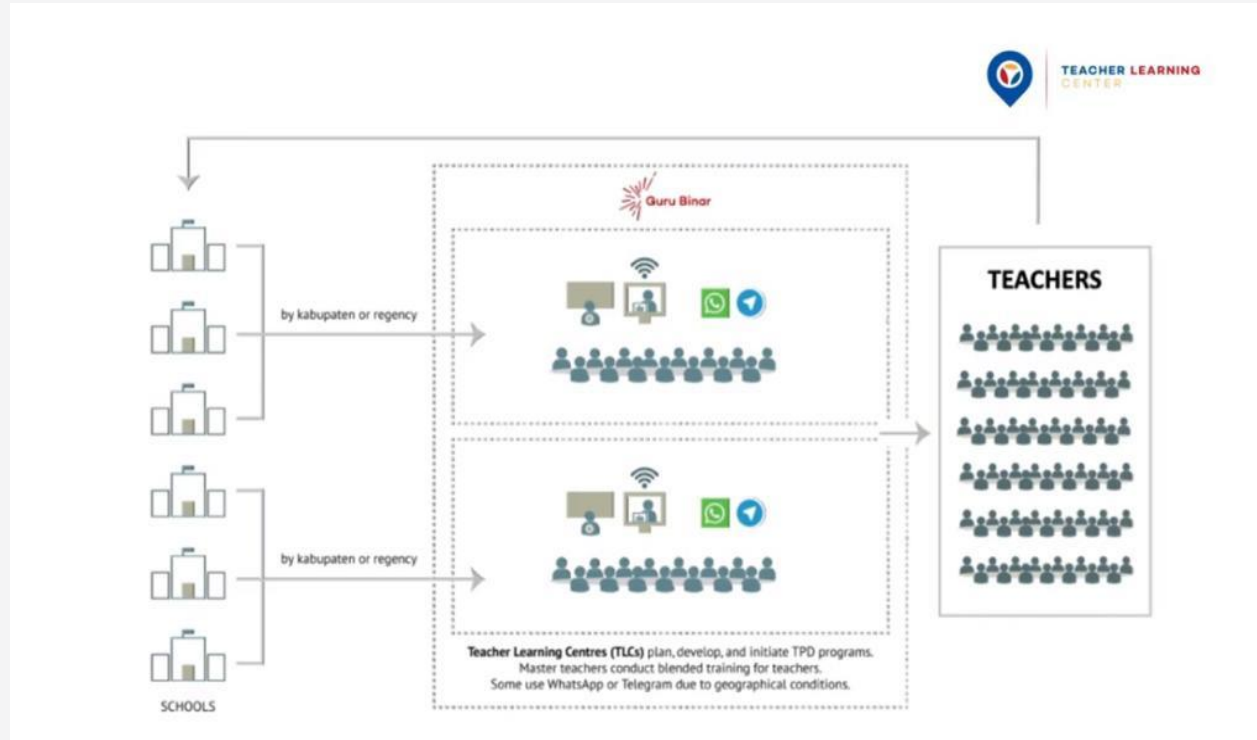
Teacher Learning Centre (TLC): A structured sustainable learning organization managed by a group of teachers to plan, develop, and initiate professional development (PD) programs, under the supervision of local government.

TLC provides a **more cost-effective quality** PD by **empowering teachers** as competent local facilitators and TLC leaders to serve **local education needs** of **their peer teachers** within their communities, **thus will implicate better learning outcomes of their students**.

Teacher Learning Centre

Vision
All teachers engaging in continuous professional development to enhance teaching and learning in Indonesian schools

Mission
To serve as a professional learning hub for teachers in Indonesia that provides quality, equitable, and sustainable large-scale, professional development mediated by ICT.


Pillars of TLC

TLC GOVERNANCE SYSTEM
Establish governance system to ensure effective implementation of programs (by, from, for teachers)

HUMAN RESOURCES
Develop the capacity of TLC management, Master Teachers, and other TLC supporting staff

INFRASTRUCTURE & FACILITIES
Provision of Office, classroom models, library, ICT lab, Science lab, and other supporting facilities
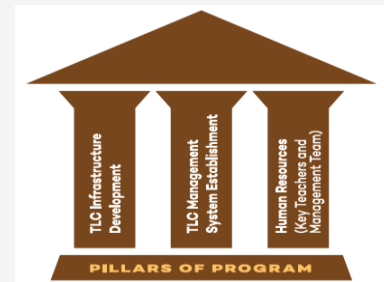
Teacher Learning Centre (cont'd)

Functions of TLC

1. **Course development**
   - Needs and situation analysis
   - Curriculum and assessment design (including mode of delivery)
   - Teaching and learning resource development

2. **Course delivery and support**
   - Access to appropriate learning facilities (ICT or non-ICT)
   - Access to just-in-time technical support

3. **Monitoring and evaluation**

4. **Building and maintaining strategic partnerships**

Strategies:

1. Utilize the maximum potential of local talents and resources

2. Nurture teachers for a professional growth

3. Promote the use of technology for effective and meaningful learning

4. Empower related stakeholders for a broader impact : local government, local university, teachers, school management, and donor (public-private partnership)

5. Allow teachers to have training access via online or face-to-face. This would provide more opportunities to have trainings at the teachers' own pace and at their own preferred schedule.

TLC in the framework of TPD@Scale

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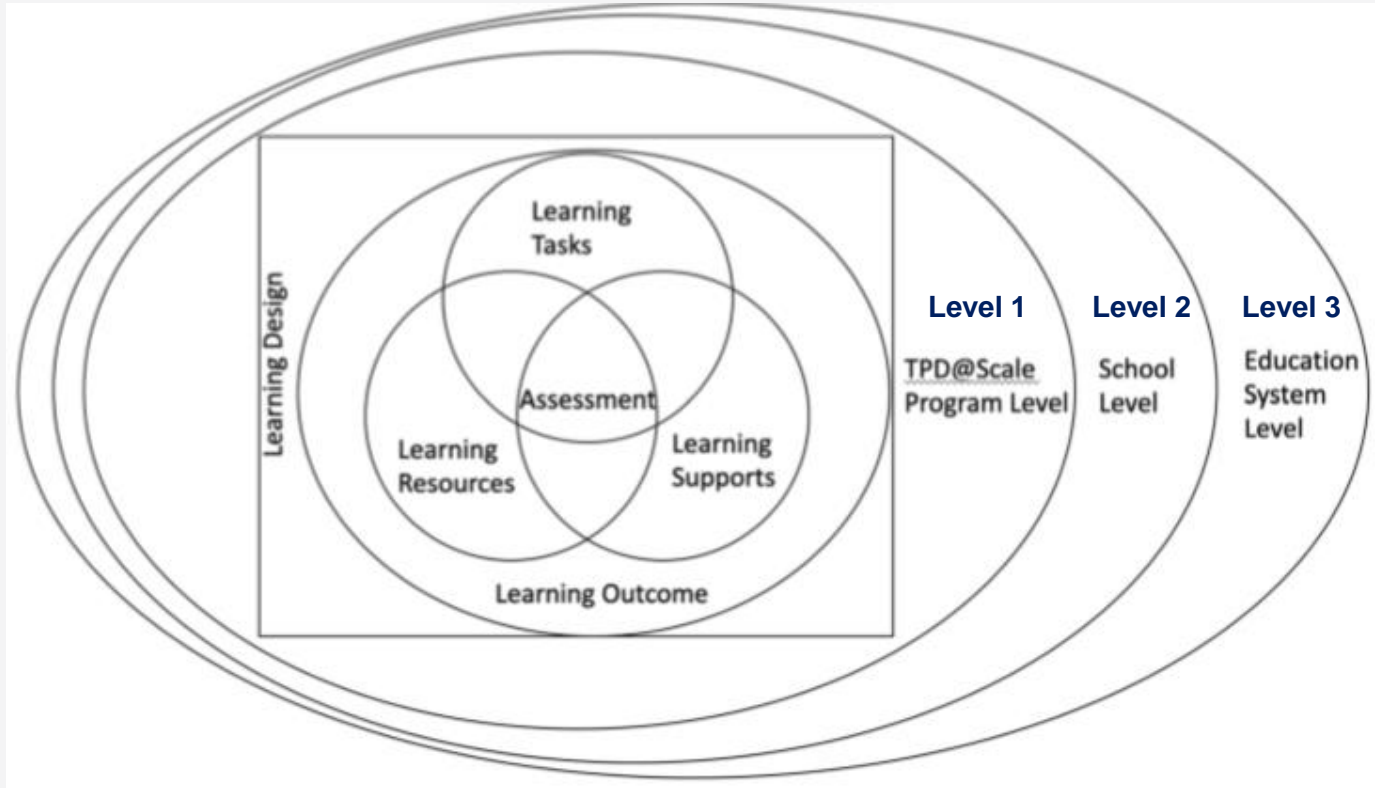
Research Design & Methods

Research Questions:
1. How do teachers learn in a TLC & in schools to meet the expected professional learning outcomes?
2. What are the roles of the key stakeholders of the TLC?
3. What is the role of ICT in mediating the TPD activities of the TLC?

Research Approach:
Mixed Method

Data Collecting Strategy:
➢ Survey: 106 respondents (73 pre-school, 29 primary teachers & 4 secondary teachers)
➢ FGD: 10 Master Teachers, 10 TLC coordinators, 4 school principals & 7 teachers (Pri & Sec schools- urban & rural) & 6 representatives of local govt

Data Analysis:
➢ Quantitative: Univariate descriptive statistics, focusing on the teachers' responses to tech usage in training & roles of key stakeholders
➢ Qualitative: Interview transcripts & field notes: thematic analysis approach referring to research questions.

Putting Theory into Practice: The implementation of cooperative learning strategies by the teacher participant as a follow up activity after the training

Education Week in Kudus, East Java: One of the Master Teachers in Teacher Learning Centre is facilitating a workshop on Digital Formative Assessment
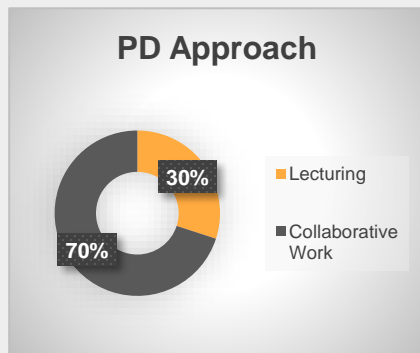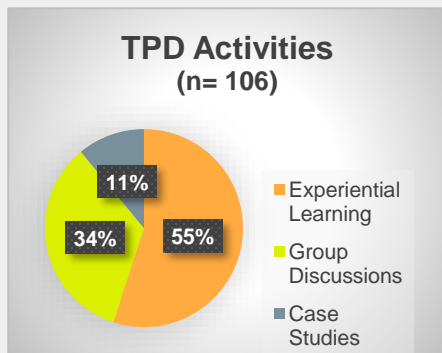
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Key Findings

1. <u>Teachers learn through various TPD activities in the TLC & in school to meet the professional learning outcomes</u>

❖ 74 TPD programs for 6,333 teachers

❖ The TPD activities were conducted face to face and classroom implementation support was held online through Whatsapp Group.
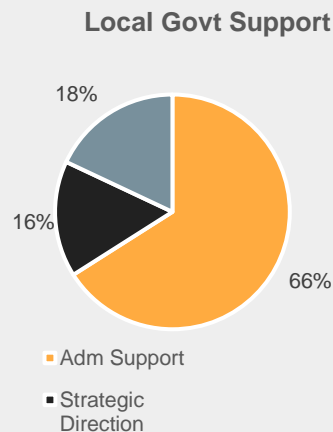
TPD Activities
(n= 106)

- Experiential Learning — 55%
- Group Discussions — 34%
- Case Studies — 11%

PD Approach

- Lecturing — 30%
- Collaborative Work — 70%

Tensions:
time management, high PD demand, local culture & norms

2. <u>Local government, teacher working groups, and school principals are important key stakeholders of the TLC</u>

❖ Support from teachers working group (MGMP/KKG/IGTKI): TPD collaborations between TLC and the working group
❖ 86% of the principals confirmed that they have developed TPD plans & policies

Local Govt Support

- Adm Support — 66%
- 16%
- Strategic Direction — 18%

School Support

- Adm Support — 62%
- Pedagogical Support — 20%
- Strategic Support — 14%
- Provision of learning tools — 4%

Tensions:
Lack of acknowledgement from peers and limited funding allocation for public school teachers
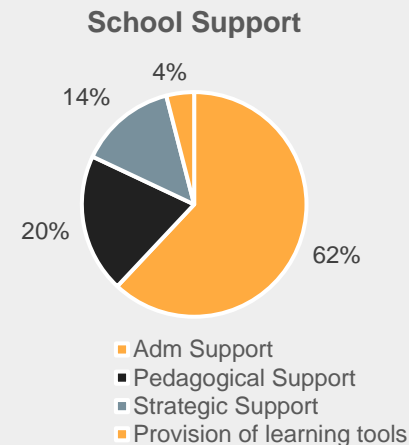
Key Findings (Cont'd)

3. <u>ICT mediates the functions of TLC (learning activities, resources, support, and assessments)</u>

The TPD@Scale learning design situated in 3 levels of contexts with the activity theory perspective was to examine how learning activities, resources, support & assessment were mediated by ICT in TLC

❖ Whatsapp/ Telegram to support learning activities:
  - As mediums for information updates, consultations, sharing, mentoring, and other post learning activities
  - Some TPDs (2 hours Whastapp class) were conducted online & shared topic-based resources. The MTs started by posing an open question to be discussed. Reading materials were sent beforehand.

❖ 38% of the teachers used ICT for sharing resources, 35% used ICT for discussions, and 27% used ICT for repository purposes

❖ The internet connection & necessary hardware are available in the TLC to support the professional learning. Social medias play a significant role as a platform to share the learning.

❖ Assessments are conducted online through the use of Google Forms to conduct post module survey, and pre-post test

Tensions:
Less ICT experience of the aging teachers, limited internet access, and a higher preference on face-to-face meetings due to local culture

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Conclusions

1. TLC has addressed the issues of quality PD, the challenges of equity by providing a wider access to TPD and provides less cost structure.

2. ICT was the tool in the activity system that enabled the TPD activities, resources, support, and assessments.

3. TLC has empowered the stakeholders (local government, subject teachers working group, and school principals) to work collaboratively together to support the TPD activities and operations of the TLC

Moving Forward

1. To scale up TLC in the regencies/ provinces in Indonesia, all related stakeholders are encouraged to learn and share their practices in a unified learning platform (Guru Binar- teachers' collaborative learning platform). This enables teachers to have more insights on classroom implementation.

2. Adopting the key concepts and framework of TLC, the TPD model of TLC can be replicated in other countries, taking into account different contexts and issues.
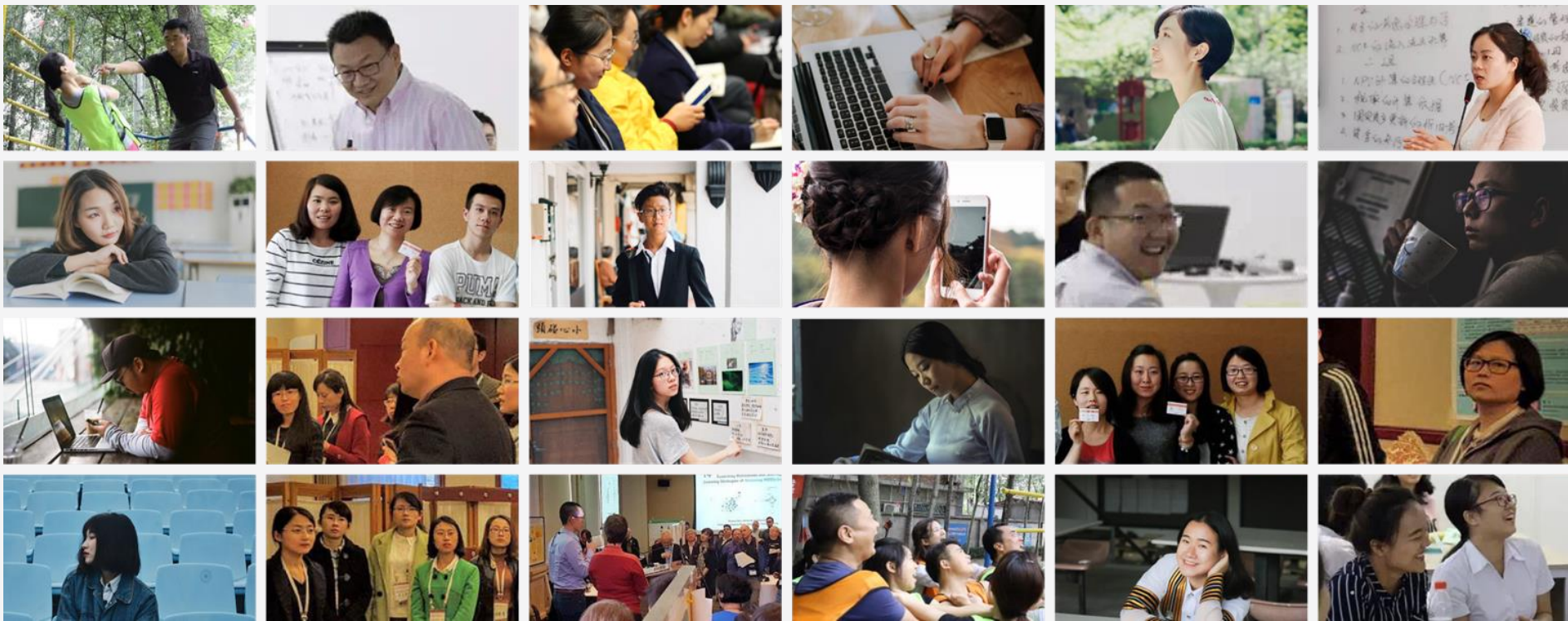
Quality education for all with empowered and effective teachers.

THANK YOU