DEVELOPING TEACHERS THROUGH "TEACHER CLINIC"

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ABSTRACT

This study aims to find out how the "Teachers Clinic" program runs to teacher development. This study is important because teacher development can find out the obstacles faced by teachers and improve teacher performance. "Teachers Clinic" is one of the programs created by the language institute as a teacher development program. Through this program, teachers have the opportunity to discuss difficulties when teaching, receive input and improve teacher performance in teaching. The research method used in this research is qualitative design. This research was conducted through face-to-face interviews with the participant as the Branch Manager of a course institution. The data obtained from the interviews were analyzed qualitatively by transcribing and describing the data. The result showed the "Teacher Clinic" became a promising program as an effort in developing teacher quality. This program involves three stages including: the sharing stage, the observation stage, and the evaluation stage. Therefore, the finding demonstrated that teachers are helped with this program because it solves the teachers' problems during teaching practice. It was clear that the "Teacher Clinic" program assists in developing teacher growth. Furthermore, this study suggests that educational institutions consider adopting the "Teacher Clinic" in their professional development programs to enhance teaching quality. In addition, integrating the "Teaching Clinic" program can contribute significantly to teacher growth and the overall improvement of educational standards.

Keywords: Process, Teacher Clinic, Teacher Development

INTRODUCTION

Teachers have an important role in teaching and learning activities (Lieberman & Mace, 2008). Therefore, professional development is needed for teachers. According to Johnson and Golombek (2011), professional development is an effort to improve teachers' professional knowledge during and after the initial preparation step. For this reason, this

research is important because teacher development can find out the obstacles faced by teachers and improve teacher performance. "Teachers Clinic" is one of the programs created by the language institute as a teacher development program. With this program, teachers have the opportunity to discuss difficulties when teaching, receive input and improve teacher performance in teaching.

Teachers teach in classes that have different atmospheres. This can be a struggle for teachers when teaching. For this reason, teachers must be able to position themselves when teaching, there needs to be a program that helps teachers solve their obstacles. However, no matter how good pre-service training for teachers is, it cannot be expected to prepare teachers for all the challenges they will face throughout their careers. As noted in the OECD comparative review of teachers (OECD, 2005): Effective professional development is ongoing, includes training, practice, and feedback, and provides sufficient time and follow-up support. In this course, there were several teacher development activities conducted by the institution, but they were less intensive. For this reason, a Teacher Clinic program was held as a form of effort to improve the quality and performance of teachers intensively when teaching.

This research came about because of the policy of Law of the Republic of Indonesia No.20 of 2003 article 40 paragraph 1 "Educators and education personnel have the right to obtain career guidance in accordance with the demands of quality development" from these rules teacher development programs are entitled to be held by an institution to improve the quality of teachers as teaching staff. From the urgency of these rules "Teacher Clinic" is a solution for teacher development. This is in line with Parsloe and Leedham's statement that coaching mentoring facilitates teacher-supervisor relationships to improve teacher performance levels.

Similar research has been conducted by previous studies, but most of them focused on professional development. One of them is a study conducted by Irmawati et al., (2017) which investigates and identifies the contribution of the types of Professional Development (PD) activities to the professional development of English as a second language (EFL) teachers in Malang. Due to the limitations of previous research, the current study was conducted to bridge the research gap. The current study focuses more on the "Teacher Clinic" as growth in the English course in Semarang development is implemented. Thus, this study aims to find out how the "Teachers Clinic" program runs to teacher development.

RESEARCH METHOD

The research method is procedure and research technique. In this case, this section discusses techniques for collecting data, data sources, data analysis, and data correlation tests. Statistical data calculation usually uses scientific formulation. This research was conducted using qualitative methods. Qualitative methods enable the "richness of personal experience" by providing in-depth information in the natural language of the experience (Berrios & Lucca, 2006, p. 181). This research was conducted through face-to-face interviews to find out deeper information.

The participant in this study was the Branch Manager of a course institution. We submitted an interview request to the institution and then directly connected to the branch manager. This participant has teaching experience in the course. The participant has also served as a supervisor and is currently the branch manager.

During the interview, we provided a list of questions related to teacher development. The development of the questions to collect data was based on our understanding of the situational analysis focusing on teacher development, in consultation with our English course management lecturer. The instrument was designed to find out the development of teachers in English courses run, which in this study is relevant to find out how the teacher development growth is implemented and what the difficulties are faced by the teacher. Considering the time factor and situation, 9 questions were selected and then modified according to the context.

Data collection was conducted on Wednesday, 17 April 2024 through a face-to-face interview with the participant. The interview lasted for 2 hours. Then, secondary data collection was required. The secondary data was collected through the course's official website and online journals.

The topic that will be questioned during the interview session is already planned as the list of interview questions we already sent to the participant as his request. The interview was conducted with the participating head of the branch course mostly using Indonesian to give clear explanations containing the data. Code-switching was also used during the interview session, especially when the participant mentions specific terms such as teaching, coaching mentoring, and so on. Later, the collected data was transcribed and checked manually by the authors using Google Docs.

The data obtained from the interviews were analyzed qualitatively by transcribing and describing the data. The first step taken by researchers was to transcribe the interview results. Transcription is done to organize, analyze, and interpret research data from interviews (Lapadat and Lindsay, 1999). The researchers transcribed the interviews manually by listening to a two-hour audio recording of the interview. To speed up the interview transcription process, each researcher listened to 40 minutes of the recording. The first researcher listened to the first 40 minutes (minutes 1-40), the second researcher listened to the next 40 minutes (minutes 41-80), and the third researcher listened to the last 40 minutes (minutes 81-120). Then, the researchers used Google Docs to type the interview transcription results. In addition, to get accurate results, re-checking was done by listening back to the recorded interviews while reading the transcriptions on Google Docs. Deletion of some points in the interview was also done to make it easier to understand. Last, the researchers describe the results.

FINDING

Based on the data, teachers had some obstacles during the teaching process. This was in the form of student behavior, as said by the interviewees:

E1: *"We found it difficult not because of the material but the character of the students. We prefer students who are not so smart to students who don't want to talk. It's hard to know what they want, so that's a challenge for us."*

Thus, a coaching mentoring program called "Teacher Clinic" was held. The findings of this study examined teacher development implementation on how the teacher development program ran.

Teacher Clinic Process

"Teacher Clinic" is a program used to deal with teachers' problems and difficulties while teaching in class. In its implementation, this program has three stages: a.) Sharing, b.) Observation, c.) Evaluation. Each stage will be explained further below:

The Sharing Stage

When facing obstacles in the learning process and teachers need help, the first step that teachers must do is to share. At this stage the teacher shares with the supervisor regarding the problems faced.

E2: *"Coaching mentoring can be 2, namely the teacher's request, I teach this class sir but I have difficulties. What are the difficulties? The students are like this."*

E3: *"...so we have a sharing program, which is held at least twice. There we share problems encountered in the classroom or share group practices, for example, the supervisor comes in and sees that this activity is really good and is then asked to be displayed during the sharing program so that other friends can gain knowledge for more effective learning."*

After sharing the problems faced, the supervisor took notes and carried out the next stage, namely observation.

The Observation Stage

Observations were carried out once a year and were conducted when teachers needed assistance through coaching mentoring, as reported below:

E4: *"Observation is once a year for assessment, then we also have what is called coaching mentoring. Coaching mentoring is at the teacher's request"*

At the observation stage, the supervisor saw and observed how the teacher taught also how learning took place. Observations were carried out in 2 ways, namely directly and observation through video as reported by the participant as follows:

E5: *"The supervisor will go in to see how the teacher teaches, there is a checklist and then there is a score for class observation."*

E6: *".... there are situations where a video or VBSO (Video Based Self Observation) must be recorded and then it can be seen again for analysis and feedback."*

After observing how the teacher taught in the classroom, the supervisor and the teacher concerned discussed any deficiencies that needed to be corrected or evaluated by the teacher during the teaching process. This discussion was carried out at the stage after observation, namely the evaluation stage.

The Evaluation Stage

The evaluation stage is the last process in the Teacher Clinic program. At this stage, supervision provided suggestions and conducted discussions with the teacher. From the results of the observation, the supervision concluded what factors make the teacher difficult when teaching. Then, supervision suggested things that teachers could do to overcome these difficulties, or even prohibited teachers from doing certain things that can hinder the learning process. If necessary, supervision and teachers created a new lesson plan that was highly customized to the needs of students. This was as reported by the informant:

E7: *"The supervisor comes in to see that (how the teacher teaches), then they discuss it, then make a lesson plan together."*

In addition, if the difficulties faced by the teacher when teaching in class were due to internal factors, such as the teacher's lack of teaching skills, then supervision submitted a request to organize training for the teacher. Training could be held by the central course or the branch course. In addition, training could be carried out online or offline according to time efficiency.

E8: *"...for example, if the problem is that the teacher does not give clear instructions, it will be conveyed, then trained."*

E9: *"Now we use Zoom, if you are in Jabodetabek, you can go directly. Because now is the time of life efficiency, so we can zoom offline, but if the branch is far away, we usually go online."*

After the evaluation stage, teachers were expected to no longer experience difficulties when teaching. This was because at this stage, the teacher was assisted by supervision, together looking for the best solution to solve the problem. Both worked together to do their best to provide the best service for students.

DISCUSSION

Based on these findings, one of the stages in the "Teacher Clinic" program is sharing. Sharing is an important activity because in this session teachers can share the obstacles they face when teaching. This is in line with the study of Wong & Premkumar (2007), in a mentoring relationship, emotional support is an important key element. Individuals develop and learn through conversations with mentors who share knowledge and skills that can be incorporated into their thinking and skills. In addition, sharing between teachers and supervisors can improve collaborative relationships. This is in line with a study conducted by Ali et al. (2018), that both the teacher and the trainer must take an active role in various understandings and building trusted collaborative relationships.

Then, the second stage of this program is the observation stage. It can be interpreted that the observation stage during the "Teacher clinic" in this research was observed by the supervisor directly or through VBSO *(Video Based Self Observation)* in line with the Supervisory Approach in Freeman's (1982) study about teacher training and development, that the observer (usually an administrator or supervisor) observes the class session and then discusses the strengths and weaknesses of the lesson as well as the teacher's performance based on specific standards and makes suggestions. Leshem and Bar-Hama (2008) presented the most common observational tools: observation forms, detailed written notes on the session, audio recordings for supporting the notes taken, and, finally, video recordings. In this research, the supervisor used checklists and video recordings (VBSO) as observational tools during observation sessions. The presence of the observation form is very important because problems and subjectivity could appear if the observation form is not used during the observation session (Sheal, 1989).

The last stage is the evaluation stage. At this stage, the role of supervision is very important to be a colleague and provide support for teachers (Ali et.al, 2018). This is in line with the findings in the current study, where at the evaluation stage, supervision will provide suggestions to teachers, make lesson plans with teachers, and providing more training for teachers. Moreover, what the supervision does at this stage is very useful for teachers, especially providing training. It is mentioned in research conducted by Irmawati et al., (2017) that several types of training programs are needed by teachers to improve teacher professionalism.

CONCLUSION

The "Teacher Clinic" program became a promising program as an effort in developing teacher quality. In addition, it also became a helpful program to address teachers' difficulties during the teaching process. This program involves three stages including the sharing stage, observation stage, and evaluation stage. The "Teacher Clinic" program provides supervision and problem-solving for teachers in facing difficulties during the teaching process. It is hoped this research can give a window to the next researcher with the same topic. It also suggests to the next researcher to conduct in-depth interviews to gain more information in detail.

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