Professional Development Effective From a Teacher Performance Perspective (Study of Literature in Various Countries)

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ABSTRACT

The purpose of this research is to examine and explain the description related to professional development in teacher performance. The study adopts a literature review approach and utilizes data collection methods in the form of journals and scientific articles that encompass the concept of teacher professional development. The analysis used in this research involves reviewing the latest research findings and sequentially filtering relevant research materials. The study reveals that teacher professional development programs implemented in various countries have been proven effective in enhancing the quality of teacher performance. These findings emphasize the importance of continuous professional growth and indicate that these programs play a role in shaping and refining educators' competencies. By engaging in targeted professional development initiatives, teachers can acquire new knowledge, pedagogical techniques, and innovative strategies, enabling them to deliver more effective instruction and promote optimal student learning outcomes. The research also recognizes the significance of sharing experiences and insights among educators, fostering a supportive professional community. An important contribution of this research lies in the identification and provision of a reference program that can serve as a valuable resource for educators and facilitate the advancement of the teaching profession. In conclusion, this literature study provides valuable insights into professional development programs aimed at improving teacher performance. Through the examination and analysis of various literature sources, it has been demonstrated that these programs effectively contribute to enhancing the quality of teachers.

Keywords: Professional Development, Teacher Performance, Effectiveness, Literature Study
INTRODUCTION

The quality of an education system is determined by the quality of its teachers. Teachers are professionals who must always update and improve their competence (Indriono, 2020; Yot-Domínguez, 2022). Currently, teachers are faced with various changes that make it clear the need for reform. Thus, it cannot be denied that teacher professional development can no longer be understood as an option, but rather as the only effective tool for responding to rapid social transformations, such as those caused by the COVID-19 pandemic (Estévez, 2021).

The quality of education is a measure of the success of teacher performance. Teacher performance has a strong impact on achieving quality education in carrying out their duties in such a way that teaching activities become an important requirement in education (Ridwan Ahmad Maftuhin & Danang Aji Setyawan, 2021). However, the facts show that the performance level of teachers in Indonesia and in several countries is still relatively low (Darmawang et al., 2021). This is due to the inadequate quality of education (Julaekha et al., 2022). For this reason, it is necessary to pay attention to teacher performance and strive to improve it (Purdiyanto & Hadiwinarto, 2020).

Not only in Indonesia, various countries have also shown concern for the development of the teaching profession. A research study conducted by (Villegas-Torres, 2021) shows that most of the teacher professional development programs implemented in Chile are still of low quality. This is due to the low quality of interaction between teachers and students when conducting online learning after the Covid-19 pandemic. However, research conducted by (Vargas, 2021) states that teacher professional development programs are effectively carried out by PAUD teachers in Chile. This shows that the development of the teaching profession has changed the personal characteristics of teachers, such as beliefs and other contextual factors that can affect the evaluation system. From the results of research conducted by Torre and Vargas, it can be seen that teacher professional development is still a challenge for improving teacher performance in the effectiveness of the program.

Not much different from research that has been conducted in Chile, research conducted by (Yasar-Akyar, 2022) shows that teacher professional development carried out in the Dominican Republic in inclusive schools encourages learning changes that are carried out through digital literacy. Yasar's statement is also supported by (Tafazoli, 2021) which states that the development of the teaching profession focuses on digital literacy which is summarized through integrative review articles from Asian and European countries. In contrast to previous research, research conducted by (Giraldo, 2021b)
revealed that teacher professional development can be said to be effective through assessment literacy. This literacy assessment aims to foster teacher knowledge and skills.

Research related to teacher professional development was also revealed by (Gonçalves, 2022) that in increasing the professional development of physical education teachers in Brazil, Australia, Canada, Ireland, Portugal, New Zealand, the US and Turkey used collaborative practices. This collaborative practice can be useful as solidarity, knowledge sharing and as a place for deliberation in dealing with educational challenges. In line with Gonzales, (Morgado, 2022) also revealed that in the practice of professional development of teachers in Portugal, the literacy approach used is curriculum practice. The existence of this professional development is used as a re-instrument and becomes material for teacher reflection at the end of learning.

Based on the problems and research findings that have been put forward, it can be seen that the development of the teaching profession has basically been developed and researched by researchers in various countries. However, none of the many findings reveal how effective these professional development practices are. So the purpose of this research is to find out the description related to the effectiveness of professional development that focuses on teacher performance.

**RESEARCH METHODOLOGY**
Systematically there are several steps taken in this study as follows:

![Figure 1. Systematic research Literature study](image-url)

This research approach employs a literature study method. The objective of this research is to review and analyze relevant literature in the field being studied. The research does not involve collecting new data, but rather analyzing existing data in the form of articles, journals, books, and other literary sources. The research design is a
literature review, also known as a meta-analysis, which entails searching, selecting, and evaluating literature that is relevant to the research topic. The research can be conducted systematically, utilizing clear criteria for selecting literature to be included in the analysis.

The location and time of this research are not limited, as researchers can access literature from various sources and time periods. The population in this study consists of literature that is relevant to the chosen research topic. The research sample can be determined by employing predetermined inclusion and exclusion criteria to select the most relevant and high-quality literature. The setting and data sources in this qualitative research are literature collected from various sources such as scientific journals, books, research reports, and other literary sources. The data used in this research are derived from existing literature.

The data collection technique in this study involves searching for and selecting relevant literature. Researchers can utilize academic databases such as Scopus, PubMed, or Google Scholar to search for literature that aligns with the research topic. Once the relevant literature is found, researchers then proceed to make selections based on predetermined criteria. The data analysis technique in this research entails reading and critically evaluating the selected literature. Researchers will identify the main findings from each piece of literature, compare and integrate relevant research outcomes, and compile a synthesis or summary of these findings. The analysis can be conducted narratively, thematically, or through meta-analysis, depending on the research objectives and the characteristics of the literature at hand.

RESULT AND DISCUSSION
A literature study was carried out by analyzing 30 published articles on the Scopus index. The articles used are articles published from the year 2020-2023. The following literature review can be seen in the following table:

<table>
<thead>
<tr>
<th>No</th>
<th>Title</th>
<th>Author &amp; Years</th>
<th>Country Source</th>
<th>Novelty</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Change in early childhood classroom interaction quality after a professional development programme</td>
<td>(E. M. Torres et al., 2021)</td>
<td>Santiago</td>
<td>Most classrooms maintain a low level of quality, even after receiving the intervention. A significant decrease in the quality level of emotional support was also observed in the control group.</td>
</tr>
<tr>
<td>2</td>
<td>Learning ecologies and teacher professional development: Opportunities and challenges in a changing educational context</td>
<td>(Estévez, 2021)</td>
<td>Galicia, Spain</td>
<td>The ecological approach contributes to the design of personalized lesson schedules that are more aligned with the interests and needs of each teacher</td>
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<td>No</td>
<td>Title</td>
<td>Author &amp; Years</td>
<td>Country Source</td>
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<tr>
<td>3</td>
<td>Approach to the early childhood education teacher's specialised knowledge about length and its measurement in a collaborative context of professional development</td>
<td>(Ramírez-García, 2021)</td>
<td>Amerika</td>
<td>Professional development of teachers in collaborative techniques can give importance to knowledge of mathematics and as a teacher's reflection on character traits and emotional aspects.</td>
</tr>
<tr>
<td>4</td>
<td>Teachers' Epistemological Beliefs and their Relationship with Professional Development Linked to the Teacher Evaluation System</td>
<td>(Vargas, 2021)</td>
<td>Cili</td>
<td>Teacher professional development can be improved by means of teachers having confidence in themselves and evaluating them as their contribution to development.</td>
</tr>
<tr>
<td>5</td>
<td>Special Education Teacher's professional development through digital storytelling</td>
<td>(Yasar-Akyar, 2022)</td>
<td>Republik Dominika</td>
<td>Teacher professional development in improving performance can be done with digital storytelling in inclusive education.</td>
</tr>
<tr>
<td>6</td>
<td>Language teachers’ professional development and new literacies: An integrative review</td>
<td>(Tafazoli, 2021)</td>
<td>Australia</td>
<td>Professional development focuses on the term digital literacy</td>
</tr>
<tr>
<td>7</td>
<td>A reflection on initiatives for teachers’ professional development through language assessment literacy</td>
<td>(Giraldo, 2021a)</td>
<td>Kolombia</td>
<td>Teacher professional development with assessment literacy can foster teacher knowledge and skills.</td>
</tr>
<tr>
<td>8</td>
<td>The use of video tutorials in the post-COVID19 era: Assessment and influence on the development of the teaching identity of the future education professional.</td>
<td>(Hernández-Ramos, 2021)</td>
<td>España, Spanyol</td>
<td>The use of video tutorials can develop professionals in higher education with distance learning</td>
</tr>
<tr>
<td>9</td>
<td>Peer feedback and its impact on professional teaching development</td>
<td>(Ramon, 2021)</td>
<td>Kepulauan Balearic</td>
<td>Peer feedback, given all the agreements and changes implemented by participating teachers, can be a powerful tool for strengthening professional development and improving teaching practice.</td>
</tr>
<tr>
<td>10</td>
<td>Collaborative continuing professional development in physical education: an introduction</td>
<td>(Gonçalves, 2022)</td>
<td>Portugal</td>
<td>The collaborative practice of continuing professional development in physical education is increasingly recognized for its tangible benefits to teachers and students.</td>
</tr>
<tr>
<td>11</td>
<td>Mobile technologies as a strategy for teaching professional development and (re)enchantment: What do veteran teachers think about it?</td>
<td>(Morgado, 2022)</td>
<td>Portugal</td>
<td>The potential for training as an instrument and professional development, according to the teacher's reflection</td>
</tr>
<tr>
<td>12</td>
<td>Professional development of teachers of Spanish for immigrant students: Achievements and pending challenges</td>
<td>(González-Falcón, 2022)</td>
<td>Spanyol</td>
<td>Important factors such as travel, resources and space, inclusive school culture and the tendency of teacher collaboration in increasing job development</td>
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<tr>
<td>13</td>
<td>An integrative approach to professional development to support college-and career-readiness standards</td>
<td>(Pak, 2020)</td>
<td>Amerika Serikat</td>
<td>Across the United States professional development teachers have creatively adapted and integrated the features of the framework by illustrating a model.</td>
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<tr>
<td>No</td>
<td>Title</td>
<td>Author &amp; Years</td>
<td>Country</td>
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<tr>
<td>14</td>
<td>Satisfaction of Teachers in Rural Public Schools in the Province of Granada Regarding Their Professional Development</td>
<td>(Sánchez, 2022)</td>
<td>Grenadian</td>
<td>The level of teacher professional development can increase teacher satisfaction with the support provided by the school, then dissatisfaction occurs when the salary offered does not match performance.</td>
</tr>
<tr>
<td>15</td>
<td>Teacher training and professional development in accordance with level of school effectiveness</td>
<td>(Larrea, 2021)</td>
<td>Basque</td>
<td>Teacher training and teacher professional development are important issues in all schools, and significant investment is being made to develop them.</td>
</tr>
<tr>
<td>16</td>
<td>An effective programs model for the professional development of mathematics teachers</td>
<td>• (Ramos-Rodríguez, 2020)</td>
<td>Spanyol</td>
<td>The effectiveness of the teacher professional development program shows the main elements of its formation and pays attention to coherence and complementarity between models and their implementation.</td>
</tr>
<tr>
<td>17</td>
<td>Online university teachers’ professional development: An analysis of learning ecologies</td>
<td>(Lanzo, 2022)</td>
<td>España</td>
<td>The concept of ecological learning that is applied to professional development and updating for universities becomes a useful analytical mechanism.</td>
</tr>
<tr>
<td>18</td>
<td>The impact of teacher professional development program on the construction of academic capacities at the Universidad Autónoma de Baja California</td>
<td>(Urbano, 2021)</td>
<td>California</td>
<td>In another 24 years the positive impact on professional development is to produce better academics and a new culture that is more oriented towards campus life.</td>
</tr>
<tr>
<td>19</td>
<td>From continuous medical education to competence-based continuous professional development</td>
<td>(Ruiz, 2020)</td>
<td>Cuba</td>
<td>Professional development in the medical field is very effective if applied.</td>
</tr>
<tr>
<td>20</td>
<td>The change of policies in the continuous training and professional development of teachers in Mexico: Transitions, postponements and challenges</td>
<td>(Gonzaga, 2022)</td>
<td>Meksiko</td>
<td>Professional training and development policies at the national level are very useful in primary and secondary education.</td>
</tr>
<tr>
<td>21</td>
<td>Primary school teachers' professional development through the learning ecologies lens: New ways for keeping up to date in uncertain times</td>
<td>(Morer, 2021)</td>
<td>Catalonía</td>
<td>The ecological learning approach has proven useful for analyzing the actual means that teachers use for their professional development and updating.</td>
</tr>
<tr>
<td>22</td>
<td>Training and professional development through the Japanese approach of Lesson Study. Principles for its design and application</td>
<td>(Hervas, 2023)</td>
<td>Jepang</td>
<td>Teacher professional development is carried out with the Scholarship of Teaching and Learning. LS is carried out by collaborating in design, observation, discussion of parallel lessons.</td>
</tr>
<tr>
<td>No</td>
<td>Title</td>
<td>Author &amp; Years</td>
<td>Country Source</td>
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</tr>
<tr>
<td>23</td>
<td>Pre-service language teachers’ perceptions of professional learning and development resulting from Greek as a Foreign Language teaching placements</td>
<td>(Andria, 2022)</td>
<td>Barcelona</td>
<td>In increasing the professional development of teachers, one of the most important things is their placement in learning</td>
</tr>
<tr>
<td>24</td>
<td>Use of a digital tool as a professional development resource to improve oral communicative competence of children in primary and secondary education</td>
<td>(Gràcia, 2020)</td>
<td>Catalonia</td>
<td>Digital tools have contributed to the professional development of teachers and the improvement of students’ oral communication competence.</td>
</tr>
<tr>
<td>25</td>
<td>Teacher’s informal learning: Relation with professional and organizational development</td>
<td>(Sallán, 2020)</td>
<td>Sanyol</td>
<td>Informal learning has a relationship with professional and organizational development.</td>
</tr>
<tr>
<td>26</td>
<td>Professional development through internship experiences from preservice teachers’ vision</td>
<td>(García-Lázaro, 2022)</td>
<td>Andalucia</td>
<td>Professional development through internships. Teachers are expected to strengthen their professional performance by enhancing their teaching strategy and professional identity.</td>
</tr>
<tr>
<td>27</td>
<td>Teacher professional development: reflections on pedagogical and mathematical knowledge</td>
<td>(de Proença, 2022)</td>
<td>Spanish</td>
<td>The teacher professional development phase studied clearly shows the pedagogical knowledge built.</td>
</tr>
<tr>
<td>28</td>
<td>Teacher professional development in times of academic neoliberalism: what nursing teachers think</td>
<td>(de Borba, 2021)</td>
<td>Portugal</td>
<td>Teacher professional development can contribute to the physical structure as an element that has an influence on the implementation of learning</td>
</tr>
<tr>
<td>29</td>
<td>Gamification and support to self-regulation as a means to promote practice sharing for teacher professional development</td>
<td>(Passarelli et al., 2022)</td>
<td>Portugal</td>
<td>The role of sharing practice in informal learning contexts and especially in communities of teacher practice is considered to be critical to effective teacher professional development in the academic literature.</td>
</tr>
<tr>
<td>30</td>
<td>Effects of teachers’ participation in continuing professional development on students’ perceived physical literacy, motivation and enjoyment of physical activity</td>
<td>(Sum et al., 2022)</td>
<td>Portugal</td>
<td>Teachers’ commitment to participate in professional development may have a lasting influence on students’ affective learning outcomes.</td>
</tr>
</tbody>
</table>

Based on the 30 articles that have been analyzed, it can be seen that in developing the teacher profession there are several ways that can be done to improve teacher performance. From the results of the analysis it can also be concluded that there are 99% of the articles which state that the teacher professional development program can be said to be effective in improving teacher performance based on research points of view in various countries. Meanwhile, 1% stated that it was ineffective because the program was implemented post-pandemic.
DISCUSSION
Effectiveness of professional development

Based on the literature review that has been analyzed, it can be concluded that teacher professional development is very effective in improving teacher performance in various countries. This can be proven (Vargas, 2021) which states that the professional development of teachers in Chile can be improved by means of teachers having confidence in themselves and evaluating them as a contribution to development. This statement is also supported by (Ruiz-Palomino, 2020) that in the implementation of learning in the health sector it is very effective if it is done with teacher professional development. The same thing was also expressed by (Andria, 2022) that the development of the teaching profession is very important in Barcelona as an effort to improve teacher performance. Based on these results, it can be concluded that teacher professional development is really needed by all groups in various countries in improving teacher performance. The effectiveness of teacher professional development can be known if the program used can improve learning outcomes.

Research related to the development of the teacher profession has also been carried out by (Borba, 2022) which reveals that teacher professional development can contribute to the physical structure as an element that has an influence on the implementation of learning. This gives the meaning that there is a big influence caused by the existence of teacher professional development in improving performance. This statement is also reinforced by (Larrea, 2021) teacher training and teacher professional development are important issues in all schools, and significant investment is being made to develop them.

In contrast to what has been done (E. Torres, 2022) reveals that in fact the implementation of teacher professional development does not lead to an increase in the quality of education. This is due to a significant decrease in the quality level of emotional support. To overcome this decline, research conducted by (de Proença, 2022) states that the implementation of the teaching profession needs to be carried out more thoroughly and the flow of development is clearer regarding what pedagogy you want to achieve. With the implementation of teacher professional development, it is hoped that in the next 24 years there will be a positive impact on improving performance and the quality of education to produce better academics and a new, more life-oriented culture.

Professional development programs

The implementation of professional development in improving teacher performance in practice has a lot of training programs that can be used. These professional development efforts are carried out to improve the quality of the performance of teachers in the learning process. One of them, namely research conducted by (Estévez, 2021) reveals that teacher professional development can be carried out using an ecological approach contributing to the design of personalized learning schedules that are more aligned with the interests and needs of each teacher. Furthermore, research conducted by (Ramírez-García, 2021) states that teacher professional development can be carried out
using collaborative techniques that can give importance to mathematical knowledge and as a teacher's reflection regarding character traits and emotional aspects. Not much different from previous research, research conducted by (Yasar-Akyar, 2022) revealed that teacher professional development in improving performance can be done by digital storytelling in inclusive education.

Teacher professional development can also be carried out by means of digital literacy (Tafazoli, 2021), literacy assessment (Pirez et al., 2021), use of video tutorials (Hernández-Ramos, 2021), peer feedback (Ramon, 2021), collaborative practice (Gonçalves, 2021), integration of work features (Pak, 2020), ecological learning (Morer, 2021), scholarship of teaching and learning (Hervas, 2023) and apprenticeship (García-Lázaro, 2022).

Based on several studies that have been conducted, it can be seen that, in the implementation of teacher professional development, there are many programs that can be carried out. The selection of the program depends on the learning outcomes to be obtained. The novelty in this literature study research is the reference to professional development programs that can be used in schools, especially in Indonesia. For this reason, it is hoped that this research can encourage the enthusiasm of educators to improve the quality of their performance.

CONCLUSION
Based on the results of the literature that has been put forward, it can be concluded that professional development in improving teacher performance is stated to be effective from the perspective of several countries. The results showed that of the 30 Scopus indexed articles analyzed, 99% (29 numbers) stated that professional development was very effective in improving teacher performance and other improvements. Meanwhile, 1% or only 1 article stated that the development of the teaching profession had not changed.

It is hoped that there will be more serious concern for teachers in developing their profession as teachers. It is hoped that the parties involved in the success of this educational practice will become the main focus in improving educational practice so that it is better. In this study there are deficiencies that are part of imperfections, it is hoped that there will be follow-up research related to the effectiveness of teacher professional development.

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