

GRAND DESIGN THE MODEL OF PROFESSIONAL DEVELOPMENT OF TEACHERS THROUGH PEER COACHING APPROACH

Eri Widyastuti^{1*}; Susiana^{1*} and Tiur malasari Siregar^{1*}

Department of Mathematics, State University of Medan, Medan, Indonesia

*Corresponding author: widyaoke@gmail.com; shusie19@yahoo.co.id; tiur.malasari@gmail.com

Abstract-one of the factors that determine the quality of education is the teacher. It required an increase in the professionalism of teachers in performing the task. In general, the process of professional development of teachers through peer coaching approach is done through five stages, namely the requirement analysis phase, the coaching program planning, implementation coaching program, coaching program evaluation, and follow-up results of coaching. In the implementation of professional development of teachers through peer coaching approach will be carried out three stages in the process of professional development of teachers. The first phase will be conducted in the professional development of teachers manually through focus group discussion (FGD) is expected teachers will be learners or trainers for other teachers. In the second phase in developing the professionalism of teachers will be assisting teachers in designing teacher professional development program. In assisting teachers to show the existence of an opportunity to reconstruct and revive the professional development strategies. In the third stage of the model development program of professional development of teachers will be done through e-learning are based on open source.

Keywords: the model of professional development of teachers, peer coaching

1. INTRODUCTION

Teachers as professionals is determined to strengthen the government and all parties in efforts to improve the quality of education in Indonesia, so that later the quality of Indonesian human resources able to stand in line with others in the world. The national education system must be able to guarantee equal educational opportunities, improve the quality and relevance and efficiency to meet the challenges in accordance with the demands for changes in local, national, and global, so it is needed educational reform to be done in a planned, purposeful, and sustainable.

Nowadays, it is considered the level of professionalism of teachers in performing the task, both at the primary school, secondary school, or high school, still does not appropriate the qualifications expected. The results of teacher competency test conducted by the Directorate General for Development of Teachers and Education Personnel (Ditjend PMPTK) in 2004 showed the average score of the competence of primary school teachers only amounted to 37.82, and junior high school teachers and over amounted to only 35. The results of the competency of teachers in 2012, organized by the Human Resources Development Agency (BPSDM) showed the first wave of pedagogical competence and professional competence of teachers in East Java reached only an average of 46.71 on a scale of 0-100. Likewise, the results of national teacher competency tests also showed score was not much different. It clearly has not shown a good level of professionalism of teachers. Therefore, in order to improve the quality of education, a major step that needs to be done is to improve the professionalism of teachers in performing the task. Primary means to improve the professionalism of teachers is through the guidance of teachers. Coaching teachers is the process of providing assistance to teachers, either in the form of guidance, direction, stimulation, or other forms of activities, with the aim to improve and / or enhance the ability of teachers in performing the tasks, especially teaching duties.

In line with government policy, through Law No. 14 of 2005 Section 7 mandates that empower the teaching profession organized through self-development is done in a democratic, equitable, non-discriminatory, and sustained by upholding human rights, religious values, cultural values, pluralism, and the code of professional conduct. In addition, according to Article 20, in carrying out the task of professionalism, teachers are obliged to improve and develop the academic qualifications and competence on an ongoing basis in line with developments in science, technology and art.

The teacher is a profession or a job that requires special skills as a teacher. Teachers must be professional in the nation toward the establishment of fully human Indonesia is based on Pancasila. In

addition, the role and competence of teachers in the learning process involves many things pointed out by Adam & Decey in the Basic Principles of Student Teaching, among others, the teacher as the teacher, the class leader, mentor, regulatory environment, participants ekspeditor, planners, supervisors, motivator, and counselors.

In Law 14 of 2005, mandates for teachers to master the four (4) is pedagogical competence, personal competence, social competence and professional competence. Although these four competencies are competencies that must be owned by teachers, pedagogic and professional competence as a teacher principal task of teachers to improve students' performance in school must be improved.

Based Permenpan and Reforms No. 16 of 2009 has been mentioned that the continuous professional development of teachers can be done in three ways, namely self-development, scientific publications, and innovative work. However pen-approach what is appropriate to be used, and what techniques are effective for undertaking professional development of teachers, not yet formulated. Therefore, it is necessary to develop a grand design model of effective teacher professional development based on factors that affect the performance of teachers. Starting from these premises, the research was conducted.

In the future, the challenges of the times that are so complex, rapid technological development, as well as the educational situation that is not easy, obviously it takes teachers more professional and quality. The professionalism of teachers can be seen in three areas of competence on the group, namely areas of expertise or knowledge, areas of learning, and the field of personality. Teachers must master a variety of teaching methods is a trend these days that can help students learn. Meanwhile found the problem in learning among other things: 1) students almost never required to try out his own strategy or alternative ways of solving the problem, 2) students generally sit all the time on the chair. Very rarely freely interact with fellow students during the lesson, 3) teachers do not dare to take decisions yan is in the interest of class curriculum. Thus we can say that until now the learning in the classroom is still problematic and require learning any particular innovations to improve it.

To realize the expectation that students be creative, analytical and have problem solving skills in teaching and learning in the classroom with a good, certainly needed a teacher who really has the creativity, critical, open to the public, and can think of the problems of existing education. Teachers are expected to daydream, can dream, can motivate students. For that teachers would need to be helped into a free person, creative, critical, able to think broadly, and can express ideas objectively. Teacher professional development model selection is done to involve three domains, namely cognitive, affective and psychomotor, and on three stages. First, the development stage functions with an openness to new ideas and possibilities. Second, the stage of development of complex thinking and feeling, with an emphasis on the use of ideas in a complex situation with tension and conflict. Third, the emphasis on the use of the process of thinking and feeling creatively to solve problems freely and independently.

Election coaching model peer coaching clinic to enhance the professional teachers in the process in which two or more of professional colleagues to work together to reflect on the practice of learning activity today, then expand, improve and build new skills, share ideas, teach each other, do the research class, or solve problems in the workplace. Teachers who become coaches for their colleagues have classrooms, number of students, and the same terms as other teachers. Essentially coaching colleagues focused on collaborative development, improvement, and sharing knowledge. Peer coaching (peer coaching) is designed to help schools implement a professional development model which enhances standards-based instruction to help teachers to offer student engagement and enrichment technology in learning activities. Peer coaching program (peer coaching) training leaders and teachers to serve as peer coaches for their colleagues. As a coach, these teachers help their counterparts in identifying technologies that can strengthen classroom curriculum and improve the academic achievement of their students. They also help their colleagues to develop technology skills and instructional strategies needed to effectively integrate technology into teaching and learning.

The concept of professional development of teachers through peer coaching approach is process oriented. That is, staging process leading professional teachers receive full suppression. Teacher is seen as an individual who can develop if there is an internal process to develop within ourselves the teachers. Internal processes within the teachers will grow if teachers fall into the range of information in sufficient quantity and continuously. This growing willingness embryos will deliver teacher to find a friend or a group seprofesinya seprofesinya for sharing and discussion. In the peer coaching, the

focus is on the teacher as learner. There are four aspects, namely the teacher as learner-technical, reflective, research, and collaboration-played in a variety of coaching experience. As a student, the technical mastery increase certainty instructional materials; reflective practice improve clarity, meaning and coherence. Moving on from the problems and issues that have been in the Figure above, a development framework model of professional development of teachers with peer approach coaching clinic that will serve as a facilitator / mentor at each school in the learning process issues that can raise the standard of professionalism as educators.

1.1 Roles, Tasks and Competencies Teacher

The teacher is an educator or teacher who is one of the critical success factors of educational efforts. Teachers not merely give knowledge, but also to learn students, provoke creative potential contained in the themselvesl.

Teacher holds a very strategic role in achieving successful learning. The government has sought to improve the ability of teachers with the birth of the Law (Undang-Undang) No. 14 of 2005 on Teachers and Lecturers. The law explained that professional teachers should have academic qualifications, competence, and educator's certificate is required. Academic qualifications can be obtained through a higher education degree or diploma program four. Teacher educator certificate obtained after passing the certification assessment. The process of implementation of the law, especially with regard to teacher certification have been started since 2006.

The teacher is a profession or a job that requires special skills as a teacher. This type of work can not be done by anyone outside the field of education despite the fact they do people outside of education. That is why these types of professions most susceptible to contamination. Society puts teachers in a more prominent place in the environment for a teacher is expected the public can obtain knowledge. This means that teachers must be professional in the nation toward the establishment of fully human Indonesia is based on Pancasila. In addition, the role and competence of teachers in the learning process involves many things pointed out by Adam & Decey in the Basic Principles of Student Teaching, among others, the teacher as the teacher, the class leader, mentor, regulatory environment, participants ekspeditor, planners, supervisors, motivator , and counselors.

The role and competence of teachers in the learning process involves many things as put forward by Adam & Decey in the Basic Principles of Student Teaching (in the Proceedings of the seminar PPD Forum HEDS: 2006), among others, the teacher as the teacher, the class leader, supervising environmental regulator, participants, ekspeditor, planners, supervisors, motivator and counselor.

In Law No.14 of 2005, mandates for teachers to master the four (4) is pedagogical competence, personal competence, social competence and professional competence. Although these four competencies are competencies that must be owned by teachers, pedagogic and professional competence as a teacher principal task of teachers to improve students' performance in school must be improved.

1.3 Requirement Professional Teachers In The Future

In the national education development efforts, is required of teachers in sufficient quantity and quality standards of competence and professionalism guaranteed. To achieve a sufficient number of professional teachers who can drive the dynamics of the national educational progress and to a process of continuous, targeted, and effective. Process leading professional teachers need to be supported by all parties concerned with the teacher. These elements can be combined to produce a system that can by itself to work towards the establishment of professional teachers in sufficient quality and quantity.

According [6] suggested some steps can be made to improve the professionalism of teachers in order to build the image of the future. Mining, teachers must truly master the material that will be taught in schools, so nanyinya not spread misunderstanding among students. A teacher must be mastered the proper and can be independent. Second, teachers need to have competence in the field of enrichment around key areas. This is needed so teachers have a wider notion and can challenge students to excel in learning.

Competence of teachers in teaching is also noteworthy. This is aided by a variety of cutting-edge theories in teaching and psychology, supported by teaching practice in schools seriously. A teacher must master many theories. Strategies and learning models and psychologists. It should be the most

superior for in a teacher education is attitude. In the future it takes teachers who really has the creativity, critical, open to the public, and can think of the problems of existing education.

Professional and qualified teachers will be able to develop tests and test systems appropriate. Professional teachers will also want to continue to develop knowledge to support the profession. Instead, prospective teachers during this coming from young generai the lower classes, even though upgrading included in various activities and workshops, they will still not move, because the basis of their academic ability is weak. [1] suggested that the professionalism of teachers can be seen in the competence of three groups, namely areas of expertise or knowledge, areas of learning, and idang personality. In general professionalism manifests itself in the mastery of teaching materials properly and appropriately in conveying the lesson material that the students will be more competent.

2. PEER COACHING APPROACH

Peer Coaching is the process by which two or more of professional colleagues work together to reflect current practices, expand, improve and build new skills, share ideas, teach each other, do the research class, or solve problems in the workplace. This implies that one person in a collaborative relationship has a different status among peers that are not in accordance with the structure of the teaching ranks. [14] explains that the reality is that teachers have the same rank in his years of teaching in the teacher first. Teachers have the same classroom, the number of students, and requirements. Regardless of how the coaching relationship labeled, they all focus on collaborative development, improvement, and sharing of knowledge craft.

According [10] peer Coahing nothing to do with the evaluation. It is not intended as an improvement activities or strategies to "fix" the teacher. Some school systems have supported peer coaching as a way to improve feedback on instruction and curriculum. One teacher, contemplate the support offered coaching colleagues before the formal evaluation process, describing it as a dress rehearsal before the final performance. Peer coaching as a time when the teacher can take risks and try out new ideas, learning strategies, or a different approach to the curriculum and discuss the results with trusted friends. Another teacher also uses peer coaching process to conduct action research. In this situation, the teacher formulates a set of hypotheses about classroom practices and develop a plan to test them by asking a colleague to observe and record. Later, colleagues discussing and analyzing data. Some teachers have kept a journal reflective of their findings from time to time.

According to [15] suggested that the implementation mechanism of peer coaching mentioned above can be classified into: Goal / Objectives (set goals or targets appropriate / expected) example: create a learning strategy, Reality (identify weaknesses and sources of the causes of the problem) example: discuss carefully will anything be a shortage of teachers in the presentation of the learning process, Option (choose the appropriate action with the objective) find an alternative teaching techniques and classroom management to be practiced in the classroom, what's next (to determine actions to be undertaken to achieve destination) practice group's report, Monitoring (checking or observing the actions undertaken and the progress that has been achieved) mentoring, Evaluating (assessing the achievement of the objectives) learners quickly understand the material being taught by teacher

2.1 Factors Performance and Response Teacher

In the assessment of the response of teachers to the professional development of teachers who have done so far. The goal is to find a model of professional development of teachers are effective, efficient both in terms of technique, principles, approaches or other aspects of coaching that has been done. Through the analysis showed that the interest of teachers to professional development of teachers is very high to increase the quality of the learning process is very large. This is evident from the data obtained, namely: who responded very effectively done professional development of teachers on an ongoing basis of 100%, the teacher's expectations in the professional development of teachers can be improved its competence paedagogik in menguasai characteristics, learning theory, curriculum, information technology, development of learners, and assessment results learn.

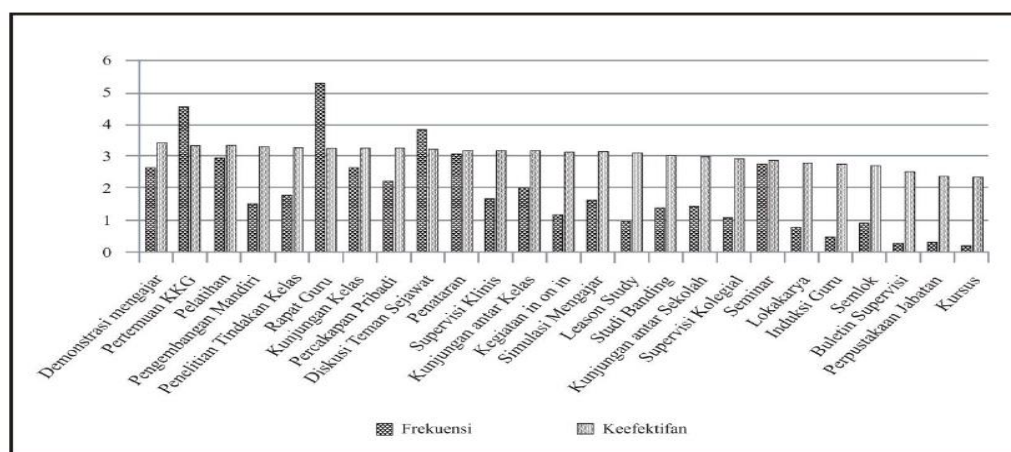


Figure 1. Frequency and effectiveness of development teacher technique

Descriptive analysis based on Figure 1 can be underlined that the average teachers have followed or teachers carrying out development activities, with a variety of coaching techniques. Coaching techniques most widely followed is the teachers' meeting, the Working Group on Teacher (KKG), discussion of peers, upgrading, and seminars. Viewed from the side of effectiveness, the average coaching techniques that have followed quite effective. However, when viewed from the side of the mean score magnified by a technique that has scores effectiveness is highest teaching demonstration, followed by a meeting KKG, training, development of independent, action research, teachers' meeting, classroom visits, discussion peers, upgrading, clinical supervision, in activities on in, simulated teaching, lesson study, and comparative study. Thus, in terms of the effectiveness of the technique, it appears that the activities more effective form of guidance that emphasizes the activity of teachers and coaches in the coaching process. Further terms of the coaching time, obtained a mean value of 2.87 days, 33.3 hours, and the effectiveness of the frequency of the time each month. It was shown that menun-effective formation performed at least 33.3 hours or implemented 3-4 days, with regular intensity training every month.

Table 2. Data of Teacher's Response

No	Aspects observed	Number of teachers who answered		
1	The response of teachers to the professional development of teachers	Yes	Not happy	Not found
	1. Pedagogic competence	80	-	-
	2. Personality Competence	79	-	1
	3. Professional competence	78	-	2
	4. Social competence	80	-	-
2	Opinions about the model of professional development of teachers through peer coaching approach	Effective		No
	1. Teacher	65	15	
	2. Headmaster	11	4	
	3. Education Authorities	5	-	
3	Comment on Teachers' Professional Development Model	Interesting		Not Interesting
	1. Teacher	70	10	
	2. Headmaster	13	2	
	3. Education Authorities	5	-	

Then, in response to the teacher about the model of professional development of teachers through peer coaching approach is very effective to do both in terms of technique varaiasi professional development of teachers and teacher comments reinforced mealui about teacher professional development models interesting to do.

Model professionalism of teachers are used as reference in this study is Permendiknas No. 16 of 2007. Under these regulations that a teacher must have pedagogical, personality, social, and

professional. Pedagogical competence is the skill of the student learning process that includes an understanding of the students, planning, and implementation of learning, assessment of learning outcomes, and the development of students to practice the skills they have.

Personal competence, ie steady personality, skill mature, wise and dignified, become role models for students and noble; Professional competence is a material adjustment skills of subjects is broad and deep learning that allows guiding students meet competency standards set out in National Standard of Education; Ie social competence skills of teachers as part of the community to communicate and interact effectively with students, staff, parents / guardians of students, and surrounding communities (PP No.19 / 2005).

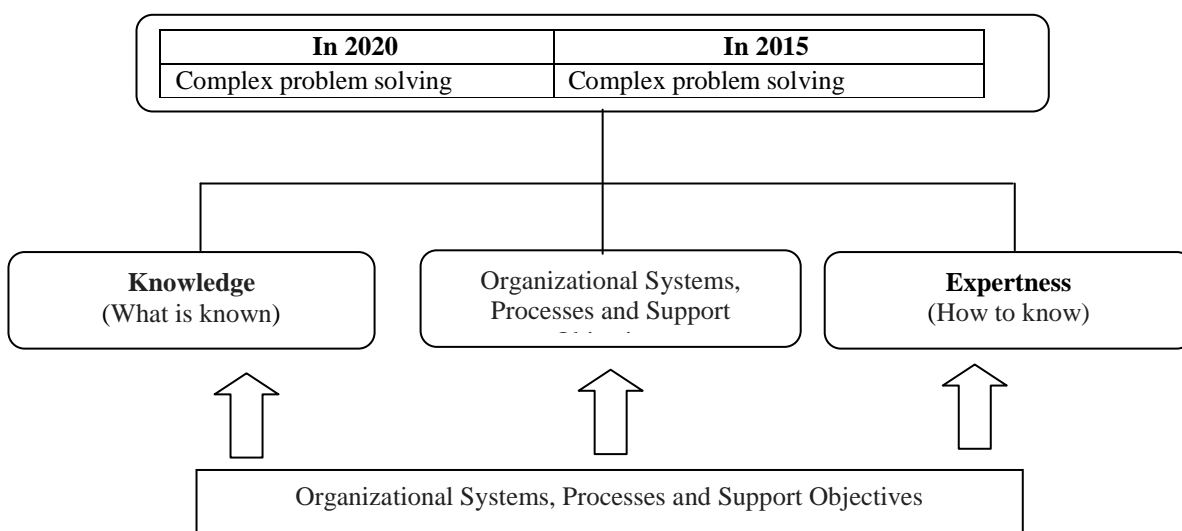


Figure 2. Component Competencies Required of Teachers (Anderson, 1997)

3 RESULTS AND DISCUSSION

3.1 The Model of Professional Development of Teachers

Implementation of the model of professional development of teachers desired to provide direct assistance, especially to teachers. Direct assistance that can be provided in various forms, including: peer coaching, teaching demonstration, co-teaching, help with resources and materials, support the assessment of learners, problem solving and mentoring [7]. Peer coaching, that is providing assistance and support to teachers continuously in the first years of teaching. Assistance is provided in the form of advice, orientation to the school and the community, help the teachers and supervisors, practice classroom management and effective learning. Coteaching, the supervisor or together experts plan to teach and evaluate a teacher learning. Mentoring, ie assistance by experienced teachers to teachers who are less experienced.

The changing demand of the learning pattern is a demand for change must be accepted and lived. Therefore, the demands of the development of science, technology and art has shown significant growth. The development of science and technology has changed the way students learn. They can access the information (knowledge) from their personal space, and even an opportunity to information held by students more than the teacher. Teacher can not dominate the students, but a more appropriate role as learning partners who can assist and provide motivation to learn, so that it develops in line with the age and evolving norms of society. In outline, models of effective teacher training is done through four stages, namely the requirement analysis phase, development planning, implementation coaching, coaching evaluation, and follow-up. For requirement analysis and planning required coordination between the Directorate of School, the Provincial Education Department/City, and LPMP. Professional development of teachers is based on principles, approaches, and techniques. To that end, also need to prepare a sTable, in terms of program / materials coaching, coaches, facilities and media coaching, and coaching spot.

3.2 Requirement Analysis

Education is a process to transform them for the better, more proficient and more skilled. To achieve these objectives would need a strategy called the learning strategy. In learning strategy contained three main points namely planning, implementation and evaluation. Efforts to prepare teachers to become professionals have a lot to do. The fact is that not all teachers have a good performance in their duties. "This is shown by the fact (1) teachers often complain curriculum change, (2) teachers often complain curriculum requirements with the load, (3) often students complain manner teacher teaching less attractive, (4) still can not guaranteed quality of education as it should be "[4]. Implementation of the next activity is to conduct a requirement analysis. Requirement analysis is devoted to the needs of teachers. Requirement analysis can be done through observation, questionnaires, interviews, or documentation. The main target is the requirement analysis capabilities required of teachers in carrying out the tasks of the teaching profession. Based on the analysis needs, can be structured professional development program teachers are more appropriate. In carrying out a requirement analysis, there needs to be coordination between the provincial education department, especially in the field of teachers and Kepen-upbringing, education service districts/ cities, LPMP (Institutions Education Quality Assurance), as well as schools. Schools can explore and provide information about the materials needed coaching teachers.

Based on the findings through questionnaires and Interview terms of effectiveness, the average coaching techniques that have followed quite effective. However, when viewed from the side of technique effectiveness is a teaching demonstration, followed by a meeting KKG, training, development of independent, action research, teachers' meeting, a visit to the welding, discussion peers, upgrading, clinical supervision, activities in on in, simulation teaching, lesson study, and comparative study. Thus, in terms of the effectiveness of the technique, it appears that more effective activity bewujud coaching me-emphasize the liveliness of teachers and coaches in the coaching process. The initial analysis shows that there is an urgent need in the continuing professional development of teachers. Teacher professional development programs focused on teacher management and performance, Accountability, oversight and development of cooperation with the community [3].

The first step that must be done in a teacher development plan is to formulate objectives. Goals are to be achieved in benchmark development activities. To that end, the aim should be clearly defined so that it can be well understood by each of the training session. These objectives may refer to short-term goals and long term goals.

After formulating the goal, the next step is to design and organize coaching material. Needs and goals is the main reference in setting the coaching material. In improving the ability of teachers, the main material that needs to be prepared is a matter of professional, pedagogical, personality, social, and support. From the analysis of the initial data, it can be underlined that the main subject of the most expected of teachers are professional material (mastery of the material), pedagogic material, as well as material and social personality. However, it needs to be adapted to the needs of teachers. The material needs to be formulated carefully, so that the material given the provincial office, office districts / cities, and LPMP not overlap, in fact mutually reinforcing. Schools are responsible more in designing the right materials, because the school is more aware of the needs of teachers. To that end, the school should be a lot of give feedback on the provincial education department, district education offices/ city, and LPMP, as well as strengthen and disseminate the materials given three institutions.

In line with the planning of material, one important step is to design a coaching participants. Teachers are in desperate need be the priority in acquiring coaching teachers. Every teacher should have the opportunity to wheeze-kuti coaching and development. Teachers will be developed should be examined karakteristikanya, can be selected based on the level or type of education. Thus, the target would be really appropriate.

After determining the model of professional development of teachers through peer coaching and then the next activity is to develop a schedule for coaching is an extremely important aspect in developing coaching programs. Schedule coaching need to take into account several things, among others, teachers, coaches, duties, and conditions for development. The results showed that one of the obstacles faced in participating in development activities is due to the activity coincided with activities in school [8]. Therefore, the preparation of training schedules need to take into account the teacher the opportunity to follow the guidance of teachers.

A crucial step in the formation of the teacher is to prepare venues and facilities pembinaan. Coaching facilities must be able to support teacher development activities. In addition to coaching

facility, to be able to carry out the development of interest, there should be support for appropriate learning media. There are two main objectives for using instructional media in the process of formation, ie preserving the interest to actively participate, and facilitate the delivery of messages in the coaching process. The use of media coaching will be able to bridge the teachers to have the ability, good knowledge, skills and attitudes related to the material provided. Therefore, media learning / coaching should be prepared well in planning guidance. Instructional media used to support development activities should be varied and relevant to the purpose and training materials.

The final step that needs to be done in the planning of coaching is to prepare an evaluation instrument development. Broadly speaking, there are four instruments which should be prepared in evaluating the training, namely the reaction evaluation, evaluation of learning, behavioral evaluation, and the evaluation of results. Evaluation is intended to evaluate the reaction of the coaching process, for example bagimana implementation process of coaching, how liveliness. Evaluation of learning geared to measure learning outcomes directly as a results of the development, such as how high the increase in the teacher's knowledge, how much increase in teachers' skills, and how much change the attitudes of teachers. Evaluation of behavior aimed at stree-kur more results after coaching in the field, for example, how successful participants to apply the results of coaching in the workplace. Evaluation of the results directed to measure the end results of development activities, namely improving student learning outcomes.

3.3 Implementation of Development Program

Based on the requirement analysis and planning of the development program, the arranged plan of professional development model for teachers through peer coaching approach is based on the planning and development of teachers that have been prepared. There are several principles that should be observed in carrying out the development of teachers. These principles, among others, have to do with a democratic, cooperative, referring to the goal, cooperation, constructive, harmonious, prosperous, objective, and open. In the development of pfofesional teachers will refer to development techniques that can be followed by the teacher. These techniques include the demonstration of teaching, workshops, training, training, simulation and teaching, and the like. Based on preliminary research, the most effective development techniques is that many teachers emphasize active learning is built. In terms of development techniques, the most effective is the collegial development. In terms of approach, also need to use the right approach. Based on the analysis of data, the most appropriate approach is collaborative approach. However, it also needs to be adapted to the characteristics and capabilities of teachers built.

In the implementation of the development professional of teachers model through peer coaching will take place 4 level model, namely: first, teaching model of instruction model; second, Coach as a teacher teaching model; third, Co- Leading / Co-Teaching, and fourth, learning system with web-based open source. In the implementation of professional development of teachers through peer coaching approach will be carried out three stages in the development process professional teachers. The first phase will be conducted in the professional development of teachers manually through Focus Group discussion (FGD) is expected teachers will be learners or trainers for other teachers. It arises because of a lack of systematic steps in the follow up that support for teachers to implement new planning related to teaching strategies. It is very difficult if only one teacher selected for teacher professional development activities and is expected to transmit (sharing knowledge) new ideas to other friends after their training, seminar and upgrading of teachers.

In the second phase in developing the professionalism of teachers will be assisting teachers in designing teacher professional development program. In assisting teachers to show the existence of an opportunity to reconstruct and revive the professional development strategies. Designing a program whose focus and emphasized a combination of training in accordance with the professional development of teachers and improve the conditions of practical experience-based classes. The program aims to introduce more skill and ability in accelerating the change or the professional development of teachers.

In the third stage of the model development program of professional development of teachers will be done through e-Learning based on open souce. Model professional development of teachers through peer coaching approach will be done through the web as a medium or container in developing a professional teacher. At the interface displays information presentation professional development

that will be carried out by the various portals that can improve the quality of the learning process in schools.

Implementation of the system of teacher professional development model of development that is designed through a web-based model of peer coaching is applied in the process of professional development of teachers. In this version of Peer Coaching change the appearance of which has been equipped with a variety of modules that can help teachers and students to interact online such as; (1). display material (in the format: ppt, doc, pdf, etc.); (2) gives the assignment and collection assignments online; (3) deliver news and announcements, (4) facilitate a discussion forum for colleagues and students. Along with the increasing needs of the professional development of teachers, it is expected by the system, then at this stage of the development will be a few additions that include: (1) Changes in appearance (refaced); (2) The use of English as the default language on the main page as well as their selection of Indonesian (bilingual); (3) Facilities update user personal data; (4) Facility to login as a guest (guest); (5) The question bank facilities; (6) facilities of exam online that can accommodate different types of exams / tests such as: essay, multiple choice and the true false - and the results of the assessment test online (7) management value. With the development of peer coaching models can reach the level of Immersive Learning and professional teachers for all the processes of learning activities can be done online. Tutorial aims to provide facilities for all teachers in the process of interaction with their new facility on this system.

This system has the look very different from the portal features a variety of professional development of teachers. Icons are displayed also refers to the trend Web. 2.0 which has distinctive features larger icons. Block menu is displayed borderless. Besides a wide range of pages are also getting bigger so that it can display an image - a background image of teachers clearly. Standard use of the language used is Indonesian and the English. In the development of web-based models in the professional development of teachers will encompass the ads appear on Google AdSense. With the ad is expected to generate income through ads displayed on any page of any (both the main page and the pages subject matter teachers).

In the web version the user can make changes to your personal data (upload photos, change email addresses, change passwords) that they fill in during the registration process. Furthermore, in the web version will also feature class data in a peer coaching program so that it allows teachers to search and discussion with students.

3.4 Evaluation of Development Program

Evaluation of teacher professional development program through peer coaching approach will be done through systematic planning and sustainable. Evaluation of instruments and programs through standard operating procedures that will be created as a monitoring control implementation professional development of teachers. Broadly speaking, there are four types of evaluation are applied, the reaction evaluation, evaluation of learning, behavioral evaluation, and the evaluation of results. Evaluation is intended to evaluate the reaction of the coaching process. Evaluation of learning geared to measure learning outcomes directly as a results of coaching. How high is the increase in the teacher's knowledge, how much increase in teachers' skills, and how much change the attitudes of teachers is part of the evaluation study [2]. Evaluation of behavior intended to measure more results after coaching in the field. How can teachers use the results of coaching success at work is the main target in the evaluation of behavior. While the evaluation of the results directed to measure the end results of development activities, namely improving student learning outcomes.

3.5 Follow-up of Development Results

Based on the evaluation, a good evaluation of the reaction, the evaluation of the learning process, evaluation of output / behavior, and evaluating results, planning to do next coaching program. It was a follow up of the teacher training program. Thus, the teacher training program carried out in a sustainable manner. The results of this study, when examined from several previous studies, indicate a match. Based on the research results show that fostering an effective teacher requires a relatively long time, and need to be done continuously. results of research [2] showed that teachers' capacity building program implemented in quite a long time, namely for two years, can improve teacher pedagogy. The development program includes intensive training activities and school visits. Thus it takes a relatively long time. The results of this study are also consistent with the results of research [5] which shows that

the deepening of the course materials for 20 days significantly to the rise in knowledge and practice of teacher learning in the classroom. Activities are not only done on the training ground, but also require a visit in the field or are "in" and "on". The results showed that the technique of in-on-in a technique that is quite effective in improving the professionalism of teachers.

Leonard research results [7] showed that the study of action (action learning) is a highly effective learning model to enhance the ability of the practitioner. Some characteristics of action learning is a lot to ask, emphasizing the practice, the group interaction, me-emphasizing the exchange of experience (experience sharing), and learn from experience (experiential learning). Marquardt Leonard research results and in accordance with the results of this study emphasize the need for a collaborative approach in the process of formation of teachers, emphasis on practice, and the interaction between teachers and coaches.

On the other hand, the findings [5] also showed that the construction of effective teachers, which can contribute to the achievement of learning outcomes, is that a lot of providing practical, collegial, and many give responsibility to learn optimally. In line with the findings of Dhillon and Moreland, research, Reed and colleagues also showed that an effective technique for improving the professional skills of teachers is a construction that emphasizes reflection on the practice. The results was in line with the results of this study show that an effective teacher professional development need to be much opportunity the opportunity to be active in the construction and emphasizes collegiality and practices. These results are also consistent with the pe-Research has [15] who found that the model of education in-service effectively have four characteristics, which emphasizes collaboration, relevant to the needs of teachers, carried out in the right place, and carried through the induction of new teachers.

4. CONCLUSIONS

Judging from the technique side, the teachers have followed professional development activities are varied. Effective coaching techniques are coaching techniques that emphasize learning activeness of teachers and coaches, collegial, and independent. Some of the techniques that have effectiveness is quite high is teaching demonstration, meeting KKG, training, development of independent, action research, teachers' meeting, classroom visits, discussion peers, upgrading, supervision of clinical activity in on in, simulated teaching, lesson study, and comparative study. Viewed from the side of the approach, the majority of teachers also have to follow the guidance varied. Teacher characteristics are located mostly at the secondary level, both in terms of the ability or willingness. Anyone has a high skill level, but the willingness less, and there is a high willingness but lack ability.

The principle of construction is the highest aspect of determining the effectiveness of teachers. In carrying out the construction, must be held to the principles of the right, including the principle of friendly, democratic, referring to the objective, constructive, scientific, reflective, harmonious, and open. In addition, the need for coordination between the units concerned, both directorates, departments of education, LPMP, and schools. Model effective teacher professional development. Broadly speaking, the process of professional development of teachers through peer coaching is done through five phases: requirement analysis, planning, program development, program implementation, construction, construction program evaluation, and follow-up results pembinaan. Dalam implementation of professional development of teachers through peer coaching approach will was performed three stages in the process of teacher professional development. The first phase will take place in the construction of teachers' professional manually through Focus Group discussion (FGD) that the teacher will be a learner or a facilitator for other teachers. In the second stage in the construction of teachers' professionalism will be of assistance in designing teacher professional development program for teachers. In mentoring teachers to show the existence of an opportunity to reconstruct and revitalize the strategy of teacher professional development. In the third phase expansion program of teacher professional development model will be done through e-Learning are based on open source. Model professional development of teachers through peer coaching will be done through the web as a medium or container in teacher professional development.

REFERENCES

- [1] Aqib, Zainal, *Profesionalisme Guru Dalam Pembelajaran*, Surabaya: Cendekia, 2002.
- [2] Covey, S.R, *The Seven Habits of Highly Effective People.*” New York: A Fireside Book, 1989.

- [3] Duff, P.J.J., *The role of personal coaching in enhancing leadership confidence and learning capability*. Unpublished masters dissertation, Royal Roads University, 2002.
- [4] Duin, J.S. et al., "Collaborative Processes." Dalam Dishon D. & O'Leary, W. P.. *A Guidebook For Cooperative Learning: A Technique For Creating More Effective Schools*. Holmes Beach, FL: Learning, 1994.
- [5] Dishon D. & O'Leary, W.P. *A Guidebook for Cooperative Learning: A Technique for Creating More Effective Schools*. Holmes Beach, FL: Learning Publication, 2nd Edition, 1994.
- [6] Heithzal Rivai & Sylviana Murni. 2009. *Education Management, Analisis Teori dan Praktik*. Jakarta. Rajawali Press.
- [7] Hudson, F.M, *The Handbook of Coaching: A comprehensive resource guide for managers, executives, consultants, and human resource professionals*. San Francisco: Jossey-Bass, 1999.
- [8] Moh. Uzer Usman, *Menjadi Guru Profesional*, Bandung: PT. Remaja Rosdakarya, 1995.
- [9], *Prosiding Seminar Hasil Program Pengembangan diri 2006*, Bidang Ilmu Pendidikan. Pontianak 7-8 Agustus 2006, BKS PTN Wilayah Barat. Forum HEDS, 2007.
- [10] Parsloe, E, *Coaching, mentoring and assessing: A practical guide to developing competence*. London: Kogan Page, 1992.
- [11] Sudji Munardi, *Pengembangan Model Penyiapan dan Penjaminan Mutu Guru Pasca Sertifikasi*. Penelitian Hibah Bersaing. Direktorat Jendral Pendidikan Tinggi, Kementerian Pendidikan Nasional, 2010.
- [12] Tjipto, Subadi, *Model Pembinaan Pendidik Profesional (Suatu Penelitian dengan Pendekatan Lesson Study pada Guru-Guru Sekolah Muhammadiyah Kabupaten Sukoharjo)*. Penelitian Unggulan Perguruan Tinggi. Direktorat Jendral Pendidikan Tinggi, Kementerian Pendidikan Nasional, 2014.
- [13] Undang - Undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru dan Dosen.
- [14] Whitmore, J, *Coaching for performance*. (3rded.). London: Nicholas Brealey Publishing, 2002.
- [15] Van den Akker, Jan, *Principles and methods of development research*. In Jan van den Akker et al. (Ed.) *Design Approaches and Tools in Education and Training* pp. 1- 14. Dordrecht: kluwer Academic Publishers, 1999.
- [16] Yoshida, M., April. *Lesson study in elementary school mathematics in Japan: A case study*. Paper presented at the American Educational Research Association Annual Meeting, Montreal, Canada, 1999.
- [17] Zeus, P., & Skiffington, S., *The coaching at work toolkit: A complete guide to techniques and practices*. Sydney: McGraw Hill, 2002.

