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## ANALYSIS OF THE IMPLEMENTATION PATTERN OF CONTINUOUS PROFESSIONAL DEVELOPMENT FOR VOCATIONAL HIGH SCHOOL SUPERVISORS IN NORTH SUMATERA

### Abstrak

This study aims to analyze the implementation pattern of Continuous Professional Development (CPD) for Vocational High School (VHS) supervisors in North Sumatra, focusing on two main issues: (1) What is the current implementation pattern of CPD for VHS supervisors? and (2) What are the strengths and weaknesses in implementing the CPD? This research uses a qualitative descriptive method, with data collection techniques through in-depth interviews, observation, and document analysis. The results show that the CPD implementation pattern for VHS supervisors in North Sumatra varies in its application, with some supervisors actively participating in development activities, but there are still limitations in terms of access and consistency of training. The main strength of the CPD program lies in the support of local government policies and the initiative of supervisors to develop their competencies independently. On the other hand, weaknesses include a lack of coordination between related agencies, limited budget, and ineffective monitoring and evaluation of CPD program results. This study suggests the need for improved coordination systems, increased budgets, and continuous monitoring to enhance the effectiveness of CPD for VHS supervisors.

**Keywords:** Continuous Professional Development, Vocational High School Supervisors, Implementation Pattern, Strengths And Weaknesses, Qualitative Descriptive

### INTRODUCTION

School supervisors play a strategic role in improving the quality of education, especially at the Vocational High School (VHS) level, which prepares students for the workforce. One effort to ensure that school supervisors can carry out their duties effectively is through the Continuous Professional Development (CPD) program. CPD aims to continuously improve the professional competencies of supervisors so that they can provide effective guidance, supervision, and evaluation to the schools they oversee. In Indonesia, the government has introduced various policies to support CPD implementation, including in North Sumatra, which faces its own challenges in managing vocational education at the VHS level.

However, despite the ongoing policies, the implementation of CPD for VHS supervisors in North Sumatra still faces various challenges and variations in its execution. Some supervisors have shown a high commitment to the CPD program, while others struggle to access training and development opportunities. Budget constraints, lack of coordination between agencies, and inadequate monitoring of CPD program effectiveness are some of the factors affecting successful implementation. Therefore, an in-depth study is needed to understand the current CPD implementation patterns and identify existing strengths and weaknesses.

This research aims to analyze the CPD implementation pattern for VHS supervisors in North Sumatra, focusing on two main aspects: (1) what is the current CPD implementation pattern for VHS supervisors, and (2) what are the strengths and weaknesses in CPD implementation. Through a qualitative descriptive approach, this study is expected to provide a comprehensive picture of the CPD implementation for VHS supervisors in North Sumatra and offer recommendations for improving the effectiveness of continuous professional development in the future.

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## **METHOD**

### **Sustainable Professional Development (PKB)**

Sustainable Professional Development (PKB) refers to a series of systematic and continuous professional development activities aimed at enhancing the competencies of educators and educational personnel. The goal of PKB is to ensure that individuals in their professions can continue to grow and adapt to changes in the educational landscape (Moedjiono, 2010). PKB encompasses not only the development of technical skills but also the enhancement of personal and social competencies that support school supervisors in carrying out educational supervision (Suyanto & Jihad, 2013).

According to Guskey (2000), PKB must include three main components: (1) the development of new knowledge and skills, (2) reflection on the teaching and supervisory practices that have been carried out, and (3) collaboration with fellow professionals to achieve better outcomes. In the context of vocational school supervisors, PKB is essential to help them understand the dynamic education policies and ever-evolving technologies, as well as to improve their abilities in guiding school principals and teachers in the schools they oversee.

### **Role of School Supervisors**

School supervisors play a key role in ensuring the quality of education at the school level through their functions of supervision, coaching, and evaluation. This role is in accordance with the National Minister of Education Regulation Number 12 of 2007 concerning the Standards for School/Madrasa Supervisors, which stipulates that school supervisors are responsible for conducting academic and managerial supervision to ensure that schools operate in accordance with the established standards (Kemendikbud, 2007). According to Sergiovanni (2009), educational supervision is an activity designed to assist educators in enhancing their professional practices through ongoing oversight, assessment, and support.

Furthermore, school supervisors also act as facilitators for teachers and school principals in identifying development needs and providing support for improving the learning process and school management. This emphasizes the importance of supervisors possessing adequate competencies in educational leadership, curriculum understanding, and human resource development capabilities (Daresh, 2001). Continuous Professional Development (CPD) can enhance the supervisors' abilities in carrying out these roles.

### **Implementation Patterns of Continuous Professional Development (CPD)**

The implementation pattern of CPD typically follows a cycle of planning, execution, monitoring, and evaluation. According to the Ministry of Education and Culture (2019), effective CPD implementation involves the active roles of various stakeholders, including local governments, schools, and supervising communities. However, the success of CPD implementation greatly depends on how the program is adapted to local needs and the available resource capabilities.

Several studies indicate that the main challenges in CPD implementation include budget limitations, lack of policy support, and minimal access to quality training (Evans, 2014). In North Sumatra, geographical challenges and inadequate educational infrastructure in some areas also hinder the equitable and sustainable implementation of CPD (Suryadi, 2020). Therefore, the CPD implementation pattern needs to be tailored to local conditions and involve continuous evaluation to assess the program's effectiveness.

### **Strengths and Weaknesses of CPD**

The main strength of CPD lies in its ability to provide relevant professional development tailored to the individual needs of supervisors. According to Avalos (2011), effective CPD enables supervisors to develop new knowledge, adopt best practices, and adapt to changes in educational policy. Sustainable CPD also provides opportunities for supervisors to build professional networks and engage in collaborative learning with fellow supervisors, teachers, and school principals (Lieberman & Mace, 2010).

On the other hand, the primary weaknesses in CPD implementation often relate to a lack of resources, both in terms of budget and access to quality training. Additionally, in many cases, evaluations of CPD's impact are not conducted consistently, making it difficult to assess the extent to which CPD contributes to enhancing supervisors' competencies (Guskey, 2002). Without adequate monitoring, CPD programs can become ineffective and merely formalities

without significantly impacting the professionalism of school supervisors (Rivkin, Hanushek, & Kain, 2005).

**CPD Development Model**

Guskey (2000) suggests a results-based CPD development model that focuses on changes in teaching and supervisory practices after participating in CPD programs. This model emphasizes the importance of continuous evaluation and reflection on supervisors' learning outcomes as indicators of CPD success. On the other hand, Evans (2014) recommends a more adaptive approach, where CPD programs are tailored to the specific needs of supervisors and the local contexts they face.

Thus, in the context of vocational school supervisors in North Sumatra, the ideal CPD model is one that emphasizes not only the enhancement of technical skills but also managerial and social aspects that support supervisory tasks. Additionally, there should be good coordination among agencies and supportive policies to ensure that CPD programs can operate effectively and sustainably.

**RESULTS AND DISCUSSION**

This study identifies the implementation patterns of Continuous Professional Development (CPD) among vocational school supervisors in North Sumatra. Based on interviews with 20 vocational school supervisors, the data indicate that there is variation in the implementation of CPD in several areas, primarily due to geographical factors, access to training, and support from local governments.

**Supervisors' Participation Levels in CPD**

Most supervisors are involved in CPD; however, there are differences in participation levels influenced by location and access to training facilities. Table 1 illustrates the participation levels of supervisors in CPD programs across various regions in North Sumatra.

Table 1. Participation Levels of Vocational School Supervisors in CPD Programs (2023)

Region	Number Supervisors	of Active CPD Supervisors (%)	Inactive CPD Supervisors (%)
Medan	10	90%	10%
Pematang Siantar	5	80%	20%
Deli Serdang	3	67%	33%
Tapanuli Selatan	2	50%	50%

Based on Table 1, supervisors in urban areas such as Medan and Pematang Siantar have higher participation compared to supervisors in more remote areas, such as Tapanuli Selatan.

**Strengths and Weaknesses of CPD**

Based on the interview analysis, the main strength of CPD in North Sumatra lies in the policy support from the Provincial Education Office, which provides training modules tailored to local needs. However, the primary weakness is the limited budget for ongoing training and restricted access to qualified trainers in several regions.



Figure 1. Strengths and Weaknesses of CPD Implementation for Vocational School Supervisors in North Sumatra

### Effectiveness of Monitoring and Evaluation of CPD

The research findings indicate that the monitoring and evaluation of the CPD program are still not optimal. Out of 20 supervisors, 65% stated that the CPD evaluation is not conducted systematically, leading to the program running without any feedback for improvement.

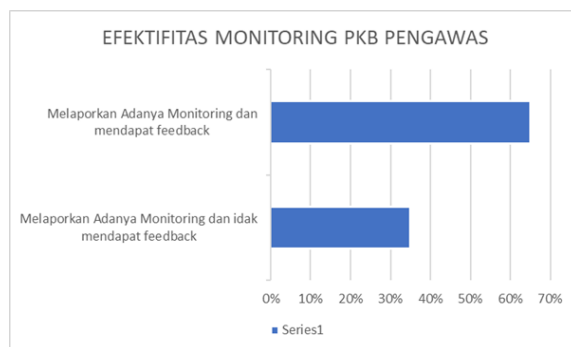


Figure 2. Percentage of Supervisors Receiving Monitoring and Evaluation of CPD

Based on these data, it can be stated that the implementation pattern of Continuous Professional Development (CPD) for vocational school supervisors in North Sumatra still shows significant variation, both in terms of participation, policy support, and access to training resources. Supervisors in urban areas have easier access to CPD programs compared to those in remote areas, indicating a gap in access.

The main strength of the CPD program is the support from local government policies that continuously provide training based on local needs. However, the primary weakness lies in the lack of monitoring, evaluation, and budget constraints affecting the sustainability of the CPD program. To improve the effectiveness of CPD implementation, improvements are needed in monitoring and evaluation aspects, as well as an increase in budget allocation and adequate training resources. Thus, the CPD program can be more equitable and capable of enhancing the competencies of vocational school supervisors throughout North Sumatra.

Below is a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis table related to the implementation of Continuous Professional Development (CPD) for vocational school supervisors in North Sumatra.

Table 1. Results of SWOT Analysis on the Implementation of CPD Patterns for Vocational School Supervisors in North Sumatra

Aspect	Description
Strengths (Kekuatan)	- Support from local and central government in the implementation of CPD.
	- CPD programs are designed according to local needs and focused on enhancing supervisors' competencies.
	- Collaboration with higher education institutions to provide relevant training.
Weaknesses (Kelemahan)	- Budget constraints for implementing CPD evenly across regions.
	- Limited access to training, especially in remote areas.
	- Lack of systematic monitoring and evaluation, making it difficult to measure program effectiveness.
Opportunities (Peluang)	- Technological advancements provide opportunities for online training, reaching more supervisors in remote areas.
	- Government policies supporting educational quality improvement can enhance budget allocations and support for CPD.
	- Collaboration with the private sector and international institutions to strengthen the CPD program.

Aspect	Description
Threats (Ancaman)	- Geographic conditions and inadequate infrastructure in some areas can hinder CPD implementation.
	- Inconsistent policy changes may impact the sustainability of the CPD program.
	- Low motivation among supervisors in some areas due to limited incentives and local support.

The table above illustrates the strengths, weaknesses, opportunities, and threats in the implementation of CPD for vocational school supervisors in North Sumatra. This analysis shows that although the CPD program has great potential, its success heavily relies on sustained support from various parties.

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### CONCLUSION

#### Implementation Patterns of CPD for Vocational School Supervisors in North Sumatra.

The implementation pattern of Continuous Professional Development (CPD) in North Sumatra shows several key stages, including needs assessment, training program design, training implementation, monitoring and evaluation, as well as feedback and program improvement. Although this pattern has been implemented according to the principles of professional development, its application in the field varies significantly across regions, depending on the support of infrastructure, access to training, and local policies. Technology has begun to be used to expand the reach of training; however, its use remains limited, especially in areas with inadequate digital infrastructure.

#### Strengths and Weaknesses of CPD for Vocational School Supervisors

**Strengths:** (1) Support from both central and local governments, along with clear implementation guidelines, enables CPD to be conducted to a high standard; (2) Collaboration with higher education institutions in organizing training enhances the quality of materials and relevance of training; (3) CPD programs are designed to meet local needs, allowing them to be tailored to the specific conditions in each region.

**Weaknesses:** (1) Budget constraints are a primary obstacle, resulting in many supervisors, particularly in remote areas, lacking equitable access to training;

(2) Monitoring and evaluation are still conducted sporadically and inconsistently, making it difficult to measure training effectiveness and supervisors' competency progress;

(3) Limited access to training in regions with inadequate technology and transportation infrastructure leads to inequities in participation and competency enhancement.

### SUGGESTIONS

Based on the analysis of the implementation of Continuous Professional Development (CPD) for vocational school supervisors in North Sumatra, several suggestions can be made to enhance the effectiveness of the program as follows:

1. **Increase Budget Allocation and Resources**

Budget constraints often hinder the implementation of CPD. Therefore, it is recommended that local and central governments increase the budget allocation specifically for CPD, especially in remote areas. This may include providing funds for regular training, incentives for actively participating supervisors, as well as technical and logistical support.

**2. Utilize Technology for Online Learning**

The application of online-based training can be an effective solution to overcome geographical barriers and limited access to training. Using e-learning platforms or webinars can help supervisors in remote areas participate in training without having to attend in person. This also allows for more frequent and flexible training sessions.

**3. Enhance Monitoring and Evaluation of the CPD Program**

To ensure that the CPD program operates effectively and has a positive impact, it is important to improve monitoring and evaluation continuously. This can be achieved by forming an independent evaluation team to monitor program implementation in the field, as well as gathering feedback from participants regarding the quality of training. Evaluation results can serve as a basis for program improvement in the future.

**4. Strengthen Inter-Institutional Collaboration**

Local governments can strengthen cooperation with higher education institutions, the Education Quality Assurance Agency (LPMP), and the private sector to expand the reach and quality of the CPD program. This collaboration could include providing quality trainers, more relevant training modules, and technology resources.

**5. Develop a More Flexible and Adaptive Program**

The CPD program should be designed to be more flexible and adaptive to meet local needs in each area. Training tailored to local conditions, including existing culture and infrastructure, will be more effective in enhancing supervisors' competencies. Training programs should also focus on the managerial and social competencies of supervisors, in addition to technical competencies.

**6. Provide Incentives and Awards**

Motivation for supervisors to participate in CPD can be enhanced by providing incentives or awards for those who actively participate and demonstrate performance improvement. These awards could take the form of special certifications, career advancement, or financial incentives.

**7. Provide Competent CPD Facilitators**

The government and higher education institutions can invest in training competent CPD facilitators with field experience. Quality facilitators will be able to deliver relevant and practical training, as well as assist participants in applying the knowledge gained in the context of school supervision.

By implementing the above suggestions, it is hoped that the implementation of CPD for vocational school supervisors in North Sumatra can operate more effectively, equitably, and positively impact the improvement of educational quality.

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