



Management of Teacher Competency Development and Training in Improving Learning Quality

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ARTICLE INFO

Article history:

Received June 04, 2022

Revised June 05, 2022

Accepted August 14, 2022

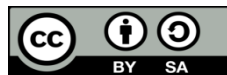
Available online August 25, 2022

Kata Kunci :

Manajemen, Pembinaan, Pengembangan, Kompetensi, Guru, Mutu, dan Pembelajaran.

Keywords:

Management, Training, Development, Competence, Teachers, Quality, and Learning.



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ABSTRAK

Manajemen pembinaan dan pengembangan kompetensi guru dalam meningkatkan mutu pembelajaran masih mengalami kekurangan dalam pelaksanaannya baik pada aspek perencanaan, pengorganisasian, pelaksanaan, dan evaluasi. Penelitian ini bertujuan untuk menggambarkan manajemen pembinaan dan pengembangan kompetensi guru dalam meningkatkan mutu pembelajaran. Pendekatan penelitian yang digunakan adalah kualitatif dengan metode penelitian studi kasus dan deskriptif. Teknik pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Teknik analisis data adalah pengumpulan data, reduksi data, penyajian data, dan membuat kesimpulan. Hasil penelitian menemukan bahwa manajemen pembinaan dan pengembangan kompetensi guru dalam meningkatkan mutu pembelajaran, telah berjalan sesuai dengan tujuan dalam meningkatkan kompetensi diri menjadi guru profesional dengan memiliki kemampuan struktur, konsep dan pola pikir keilmuan yang mendukung dan mampu membimbing peserta didik menjadi siswa yang unggul melalui meningkatnya mutu pembelajaran walaupun belum optimal karena masih menghadapi kendala yaitu pada jumlah guru, penempatan SDM belum sepenuhnya sesuai dengan kualifikasi, kompetensi guru masih berorientasi pada giliran penugasan, mutu SDM masih kurang, dan penguasaan guru terhadap ilmu teknologi belum maksimal sehingga solusinya dilakukan melalui guru diberikan pelatihan agar SDM memiliki kompetensi yang baik, mengajar sesuai dengan bidangnya. pengembangan karier melalui jabatan fungsional berdasarkan perhitungan angka kredit, memotivasi guru untuk melanjutkan studinya ke jenjang yang lebih tinggi, memberikan kesempatan kepada guru untuk mengikuti penataran-penataran dan diklat, peningkatan honor mengajar guru, melakukan supervisi klinis kepada semua guru mata pelajaran, dan melakukan penilaian terhadap perangkat pembelajaran yang dimiliki oleh guru.

ABSTRACT

Management of teacher competency development and training in improving learning quality still has constraints on planning, organizing, implementing, and evaluating. This study aimed to describe the management of teacher competency development and training in improving learning quality. This qualitative study used case-study and descriptive methods. Data were collected using observations, interviews, and documentation then reduced, presented, and concluded. Based on the results, the management of teacher competency development and training in improving learning quality has been running to improve teacher competence making them have the structure, concept and scientific mindset to excel students through high learning quality even though it is not optimal due to constraints on the number of teachers, mismatches with qualifications, oriented to assignment scheduling, low HR quality, and low mastery of technology so that the proposed solution is to train teachers to have good competence, teach according to their own expertise, career development through functional roles based on credit score calculations, motivate teachers to continue study to a higher level, provide opportunities for teachers to participate in training, raise salaries, conduct clinical supervision to all teachers, and assess learning tools owned by teachers.

1. INTRODUCTION

Education is currently growing rapidly and increasingly complex so that it requires constructive thinking in order to achieve good quality. One of the problems is teacher competence, because teachers are most closely related to students so they are required to have good competence in carrying out learning activities (Saihu, 2020; Van Le et al., 2021). Teachers are authorized and responsible for students, both individually and classically both inside and outside school. Teachers have at least basic competence so that they are authorized in carrying out their duties (Le Thuy, 2021; Prilop et al., 2021). Competence is one of the important factors for teachers. Competence is a rational behavior in order to achieve the

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required goals with the expected conditions (Badrudin et al., 2021; Yusuf, 2022). Teacher competence is an ability or skill manifested in the form of knowledge, skills, and behavior possessed and controlled by teachers in carrying out their duties. The development of teacher competence begins with literature study, identifying, compiling, socializing, conducting standard tests, analyzing test results and determining teacher competence standards (Tang et al., 2020; Thomson et al., 2011). Teacher competence is very necessary because teachers play a strategic role, especially in forming character through the development of personality and desired values (Romijn et al., 2021; Zebua et al., 2022). Teachers also have duties and roles, including mastering and developing subject matter, planning and preparing daily lessons, controlling and evaluating activities of students (Muna et al., 2017; Romijn et al., 2021). Teachers are required to be able to create effective and creative teaching and learning processes by developing subject matter and improving the ability of students (Hoque et al., 2020; Samsudin et al., 2021). Teachers must have pedagogic competence as one of the basic teaching abilities where teachers must understand the development of students (Falloon, 2020). In addition, teachers must also be able to educate students so that teachers need to have a set of knowledge about the procedures for educating students (Hermita et al., 2021). One of the factors influencing learning outcome is pedagogic competences (Fitria, 2020; Samsudin et al., 2021). Teachers are not only able to give lessons about the material in class but teachers also have to have good personalities to be imitated by students (Ahsan, 2019). This good personality will have a positive impact on the attitudes and behavior of students at school. Teachers must also be able to choose a method suiting the students (Mallillin & Mallillin, 2020). Not forcing but slowly making students like the way learning is applied. Teachers must also be able to adapt and control the development of students who are affected by the rapid advances in information and communication technology (Hou, 2021). Quality teachers are needed so that students do not get carried away with negative technological advances, but these teachers can take advantage of technological advances to further develop teaching methods (Darmuh & Ramdani, 2020).

A previous study found low quality of teachers in facing 21st century education according to the UKG (teacher competence test) score that did not meet the passing grade (Darmuh & Ramdani, 2020). The low UKG score is caused by incompatibility of disciplines with teaching fields, teachers are not yet equivalent to undergraduates, ineffective continuous professional improvement (PKB) for teachers and recruitment of teachers (Grammens et al., 2022). On the other hand, the high budget for education is not a determinant in improving education quality because problems on teacher competence must be resolved immediately (Yusof et al., 2019). Even pedagogic competence as the main competence has not been able to run well (Roosmawati et al., 2022). Many teachers teach ineffective or boring (Hanafiah et al., 2022). The low quality of education in Indonesia certainly cannot be answered by simply changing the curriculum or even changing the minister. Education quality can only be answered by how well and how high the quality of the teachers. Professional and quality teachers are a guarantee. Without improving the quality of teachers, education quality will still be considered unsuccessful (Hatmansyah et al., 2021). Learning quality is a depiction of the learning process and outcome as expected (Tambrin et al., 2021). The learning process and outcome consist of the learning process, implementation of the learning process, assessment of learning outcomes, and supervision of the learning process for the implementation of an effective and efficient learning process. The learning quality indicator can be seen from the learning planning process consisting of implementation and assessment (Rahman et al., 2021). Career training and development including assignments and promotions can increase UKG scores (Fadillah et al., 2021). Career training and development must be in line with the level of functional roles. These professional and career development teachers are expected to be a reference for related institutions in career training and development (Hasibuan & Yusuf, 2020; Taufik Rahman et al., 2021). Professional and career development is directed at increasing competence and performance in the implementation of the education and learning process in the classroom and outside the classroom (Eady & Zepeda, 2007; Muna & Bahit, 2020). This initiative to increase competence must be in line with efforts to provide rewards, increase welfare, and protect teachers (Nadhirin, 2018).

Based on a preliminary study on September 25, 2019, by interviewing MAN 2 HSU teachers, some teachers were unable to write scientific papers including classroom action research. The problems faced by MAN 2 teachers should be addressed scientifically with study, training, and development. In addition, the Principal of MAN 2 HSU stated that training and development, in general, has very limited time so it has not been able to optimize its role in developing teacher professionalism. The principal stated that training and development had not been carried out in a sustainable manner so the results of the training and development had not yet developed teacher competence. On 26 September 2019, researchers conducted an interview with the Principal of MAN 3 HSU showing that teacher training and development at MAN 3 HSU did not have good planning, such as the time that always coincided with the schedule of teaching and learning activities (KBM). By looking at this phenomenon, there are problems that must be

investigated in the implementation of training and development related to management. Therefore, it is hoped that training and development will not only be a place for teachers to gather or listen to lectures from presenters but training and development as a forum for teachers to improve their abilities so that they become better and more qualified teachers to contribute to achieving educational goals. Therefore, in carrying out the Training and Development, it is necessary to have a clear time plan so that schools can prepare teachers well. Based on the problems above, it is necessary to analyze problems in the development of teacher competence through the management of training and development at MAN 2 HSU and MAN 3 HSU so that these problems can be solved. Training and development are very important in achieving educational goals for the continuity of education in the future.

Other problems found by researchers at MAN 2 and MAN 3 HSU are: some teachers are not yet professional so they need training and development, this is because the appointment and selection of civil servants tend to only be based on the needs of each region not based on the abilities of the teachers, thus causing the teachers appointed are not yet professional according to the needs in the field; the management of teacher training and development in developing pedagogical competence is not optimal; the learning curriculum seems forced due to the absence of competent teachers; learning methods do not vary; and low learning outcomes. Therefore, this study aimed to describe the management of teacher competency development and training in improving learning quality consisting of planning the training and development of teachers' pedagogical competence in improving learning quality, organizing the training and development of teachers' pedagogical competence in improving learning quality, implementing the training and development of teachers' pedagogical competence in improving learning quality, evaluating the training and development of teachers' pedagogical competence in improving learning quality, problems in the training and development of teachers' pedagogical competence in improving learning quality, and solutions on the problems in the training and development of teachers' pedagogical competence in improving learning quality.

2. METHODS

This qualitative study used case-study and descriptive methods because the problems discussed are currently happening (actually) (Sudarjat et al., 2015). The data obtained were processed from data collection to drawing conclusions so as to give a clear description on the management of teacher competency development and training in improving learning quality (Suriansyah & Effendi, 2019). Researchers conducted an objective study on two schools namely MAN 2 and 3 HSU. This study did not affect the learning process. The informants were teachers, principals, and administrative staff. MAN 2 and MAN 3 HSU were chosen because both have different places with regional conditions in accordance with community habits, the location of schools varies both in the city and in the village or in housing or far from housing which will affect all aspects. MAN 2 was also chosen because it is categorized as the best school, while MAN 3 was chosen because it often excels in various fields. These two schools received the "Healthy School" award.

Data were collected by observation, interviews and literature study and documentation. The instrument in this study can be seen in Table 1.

Table 1. Instruments Grid

No	Problem	Purpose	Indicator	Data Sources and Code	Collection Technique		
					O	I	D
1	Planning the training and development of teachers' pedagogical competence in improving learning quality	To get an overview and analysis of the planning in training and development of teachers' pedagogical competence in improving learning quality	Understand 8 SNP, RKA and RKAS, Vision, Mission and Goals	Principal (K1) Vice-Principal for Curriculum (K2) Teachers (K3)	✓	✓	✓
2	Organizing the training and development of teachers' pedagogical	To get an overview and analysis of the organizing in the training and development of teachers' pedagogical competence	Have the ability to empower teachers and education	Principal (K1) Vice-Principal for Curriculum (K2)	✓	✓	✓

	competence in improving learning quality	in improving learning quality	personnel, conduct supervision, monitoring and evaluation	Teachers (K3)			
3	Implementing the training and development of teachers' pedagogical competence in improving learning quality	To get an overview and analysis of the implementation in training and development of teachers' pedagogical competence in improving learning quality	Implementation, teacher competence, class supervision and monitoring	Principal (K1) Vice-Principal for Curriculum (K2) Teachers (K3)	✓	✓	✓
4	Evaluating the training and development of teachers' pedagogical competence in improving learning quality	To get an overview and analysis of the evaluating in the training and development of teachers' pedagogical competence in improving learning quality	Internal and external supervision	Principal (K1) Vice-Principal for Curriculum (K2) Teachers (K3)	✓	✓	✓
5	Problems in and solutions to the training and development of teachers' pedagogical competence in improving learning quality	To get an overview and analysis of the problems and solutions in the training and development of teachers' pedagogical competence in improving learning quality	Implementation of training and development activities	Principal (K1) Vice-Principal for Curriculum (K2) Teachers (K3)	✓	✓	✓

Data were analyzed during and after completing the data collection within a certain period (Marmin et al., 2020). The steps taken by researchers in analyzing the data are: analyze any information or data obtained from observations, interviews, and documentation studies; each result is interpreted and elaborated to determine its meaning; categorization and unification of data so that raw data can be systematically transformed into units that can be explained according to each of these categories. Researchers relate to each other so as not to lose context; triangulate or match the same information obtained by various techniques and various sources.

3. RESULT AND DISCUSSION

Results

Planning the training and development of teachers' pedagogical competence

Based on interviews with principals of MAN 2 and MAN 3 HSU, planning for teacher competency development and training in improving learning quality at MAN 2 and MAN 3 HSU was carried out at the beginning of the year by holding a work meeting. In the working meeting, the principal brought in competent resource persons who would provide material on the development of teacher competence in improving learning quality related to ICT-based learning media and online learning design for students. The results of interviews with the vice-principal for curriculum and documentation on the teacher competency development and training in improving learning quality at MAN 2 and MAN 3 HSU showed planning steps in improving teacher competence, namely; providing opportunities for all teachers to carry out self-development such as training through centralized and spread upgrading, taking special types of teacher training, increasing education levels such as bachelor to master or master to doctoral, and the availability of IT-based independent learning media; all teachers carry out self-development by increasing the level of education, for example from high school to bachelor, bachelor to master, then master to doctoral; prepare the steps in teaching starting from preparing lessons to preparing for exercises in the micro-teaching room; organizing a centralized teaching competition; develop library facilities, increase the number of books and collaborate with various institutions related to the majors taught by the school.

Meanwhile, to explore the potential of students, the school conducts student screening through selection activities; inventory data on potential human resources consisting of teachers and administrative staff with the background of their abilities, owned infrastructure resources, sources of funds extracted, expected learning quality, level of participation, and community support that can be optimized.

Based on interviews with the vice-principal for curriculum, teachers were given performance motivation to improve learning quality at MAN HSU. Therefore, with the implementation of the program process properly, it shows increased performance to produce learning quality as an effort by the vice-principal for curriculum to improve the quality of education as formulated in the vision, mission, and strategy of the school together with the principal, formulate work programs, and prepare school revenue and expenditure budget plan.

Organizing the training and development of teachers' pedagogical competence

Based on interviews with principals of MAN 2 and MAN 3 HSU, the principal gave the task of carrying out teacher competency development and training in improving learning quality to the vice-principal to create training programs and evaluations in the implementation of teacher competency development and training in improving learning quality. The vice-principal for the curriculum is assisted by curriculum staff carrying out teacher competency development and training in improving learning quality. Based on interviews with the vice-principal for curriculum, to improve teacher competence in order to produce learning quality, it is necessary to have a good school organization as a manager oriented to organizational goals by dividing work tasks into each main task area, then grouping activities into one activity proportionally and professionally which ends with the delegation of authority in accordance with the guided material so that it can function in accordance with the duties of their respective fields.

Implementing the training and development of teachers' pedagogical competence

Based on interviews with principals of MAN 2 and MAN 3 HSU, teacher competence training and development in improving learning quality relating to making ICT-based learning media and online learning designs for students in learning were carried out at the beginning of the new school year. The principal also invites teachers to continue their studies to a higher level.

Evaluating the training and development of teachers' pedagogical competence

Based on interviews with principals of MAN 2 and MAN 3 HSU, teacher competency development and training has been going well and in accordance with the vision and mission of the school. Based on interviews with the vice-principal for curriculum, evaluation is an activity needed to measure the level of success. The vice-principal for curriculum together with the teachers conducts evaluations to measure the extent of the success of the education program. Based on interviews with teachers, the teachers joining the teacher competency development and training are evaluated by the principal and the vice-principal for curriculum.

Problems in the training and development of teachers' pedagogical competence

Based on interviews with principals of MAN 2 and MAN 3 HSU, there are financing problems in the implementation of teacher competency development and training in improving learning quality. In addition to the problem of financing, another problem is the shortage of teachers in teaching. The next problem is facilities and infrastructure. Based on interviews with the vice-principal for curriculum, there are several problems, namely the number of teachers, mismatches with qualifications, oriented to assignment scheduling, low HR quality, and low mastery of technology. As motivation, teachers should improve their careers through functional roles, not just structural roles. Infrastructure facilities are still not supportive of the learning process. The results of this evaluation are then coordinated with the principal whose results can be used as material for improving the implementation of future work programs. Based on interviews with teachers, there are problems with financing, the number of teachers in teaching, and facilities and infrastructure.

Solutions to the training and development of teachers' pedagogical competence

Based on interviews with principals of MAN 2 and MAN 3 HSU, the school collaborates with the committee to carry out teacher competency development and training in improving learning quality at MAN 2 and MAN 3 HSU. Based on interviews with the vice-principal for curriculum, the solution to improve teacher competence in producing learning quality is strengthening human resources to meet qualifications and teacher competence. Principals can provide general development by improving quality globally integrated with education nationally and providing an even share of work according to the skills and knowledge possessed. The vice-principal for curriculum can provide teaching assignments according

to subjects according to educational background. Career development through functional roles is based on the calculation of credit points and accreditation. The school gives freedom to teachers to improve their education or the opportunity to pursue higher education. This is the main focus and concern of the vice-principal for curriculum. All teachers are able to develop academic abilities until the end of 2021 by providing opportunities for teachers to join a training to have good competence, teach according to their own expertise, career development through functional roles based on credit score calculations, motivate teachers to continue study to a higher level, provide opportunities for teachers to participate in training, raise salaries, conduct clinical supervision to all teachers, and assess learning tools owned by teachers.

Discussion

The vice-principal for curriculum mentioned that the program was conducted to identify the strengths, weaknesses, opportunities, and threats faced in improving teacher competence in improving learning quality. In planning the learning process, the vice-principal for curriculum stated that the learning process starts from analyzing basic competence material, setting learning objectives, and designing the core implementation by determining methods, media tools, learning resources, and compiling learning plans directed by the vice-principal for curriculum. In addition, the principal is involved in staff meetings held by the vice-principal for curriculum at the beginning of the school year by providing direction and training. The vice-principal for curriculum also asks for input from other staff in the school in the teaching and learning process program, especially in providing direction towards achieving school goals. The vice-principal for curriculum involves many parties to achieve predetermined school programs and strategies. Based on interviews with several teachers, teachers are fostered to improve learning quality through planning programmed in working meetings between principals and all teachers in schools. The plan is approved by the committee and socialized to the teachers regarding the implementation time and activities. The class has an organizational structure such as the class president, secretary, treasurer, and other staff. The task given by the teachers in carrying out learning in the classroom is that students must be able to implement the learning outcomes. The class president must be able to become an intermediary facilitator in conveying the instructions delivered by teachers and institutions. In principle, the vice-principal for curriculum in setting school policies always consults with teachers and other elements, especially on academic supervision activities. Then, the vice-principal for curriculum added an explanation that other vice-principals and teachers had the same and balanced perception of the role and function of supervision.

Based on interviews with the vice-principal for curriculum, teacher competency development and training coordinate teachers with a bachelor's degree to continue master's studies and teachers with a master's degree to continue doctoral studies in groups or individually, provided that it does not interfere with teaching and learning activities. Evaluation of program activities is planned and carried out jointly, especially by the principal. In addition, the vice-principal for curriculum evaluates teaching and learning activities by holding meetings attended by all teachers according to the period and schedule in the school's educational calendar. The evaluation of the teaching and learning process includes theoretical and practical examinations and observation of attitudes (affective) based on grades (assignments, formative, and summative). Supervision and evaluation are carried out by the vice-principal for curriculum and education staff. Based on interviews with teachers, the teachers showed that they had carried out their duties according to the ideal demands because there were no complaints from students regarding the services provided by the teachers and the performance was already high. The high performance can be seen from discipline such as being on time to teach, not leaving students before teaching time is up, good attendance, grades are given on time, teaching with varied methods, and participating in other activities. This is all caused by the various efforts of the vice-principal for curriculum in the program, implementation, and effective evaluation that can indirectly improve professionalism. It can be seen from the output of graduate students, the academic achievement achieved is quite good with 100% of graduates overall. Teacher competence is very necessary because teachers play a strategic role, especially in forming character through the development of personality and desired values (Romijn et al., 2021; Zebua et al., 2022). Teachers also have duties and roles, including mastering and developing subject matter, planning and preparing daily lessons, controlling and evaluating activities of students (Muna et al., 2017; Romijn et al., 2021). Teachers are required to be able to create effective and creative teaching and learning processes by developing subject matter and improving the ability of students (Hoque et al., 2020; Samsudin et al., 2021). Teachers must have pedagogic competence as one of the basic teaching abilities where teachers must understand the development of students (Falloon, 2020). In addition, teachers must also be able to educate students so that teachers need to have a set of knowledge about the procedures for educating students (Hermita et al., 2021). One of the factors influencing learning outcome is pedagogic competences (Fitria, 2020; Samsudin et al., 2021). Teachers are not only able to give lessons about the

material in class but teachers also have to have good personalities to be imitated by students (Ahsan, 2019). This good personality will have a positive impact on the attitudes and behavior of students at school. Teachers must also be able to choose a method suiting the students (Mallillin & Mallillin, 2020). Not forcing but slowly making students like the way learning is applied. Teachers must also be able to adapt and control the development of students who are affected by the rapid advances in information and communication technology (Hou, 2021). Quality teachers are needed so that students do not get carried away with negative technological advances, but these teachers can take advantage of technological advances to further develop teaching methods (Darmuh & Ramdani, 2020).

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4. CONCLUSION

In general, management of teacher competency development and training in improving learning quality has been running to improve teacher competence making them have the structure, concept and scientific mindset to excel students through high learning quality even though it is not optimal due to constraints on the number of teachers, mismatches with qualifications, oriented to assignment scheduling, low HR quality, and low mastery of technology so that the proposed solution is to train teachers to have good competence, teach according to their own expertise, career development through functional roles based on credit score calculations, motivate teachers to continue study to a higher level, provide opportunities for teachers to participate in training, raise salaries, conduct clinical supervision to all teachers, and assess learning tools owned by teachers. Solutions to the problems in teacher competency development and training in improving learning quality at MAN 2 and MAN 3 showed that the roles and tasks proportionally and professionally have been achieved as expected. This is evidenced by the graduation rate reaching a maximum each year. However, student achievement needs to increase not only knowledge (cognitive) but social and emotional intelligence, attitudes, values (affective), and skills (psychomotor).

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