



## The Evaluation of Functional Education and Training Program Management of English Subject Teacher Competency Improvement

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### Abstract

This study aims to find out and analyze how the planning used in functional education and training programs for improving English teacher competency in Pemalang Regency. The second aim is to know how functional education and training programs enhance English teacher competency in Pemalang Regency. The final objective is to analyze how to evaluate functional education and training programs for improving English teacher competency in Pemalang Regency. This research used a descriptive method with a qualitative approach. The type of qualitative research approach used was a case study. The data collection process was carried out by observations, interviews, and document studies. The study results showed that the implementation of functional education and training program for improving English teacher competency in Pemalang Regency included analyzing the needs, setting goals, training models, determining participants and presenters. The implementation of functional education and training program for improving English teachers used a full face-to-face pattern of 60 Learning Hours. The evaluation of functional education and training programs for enhancing English teacher competency showed improved teacher competency, which was indicated by the post-test results at the end of the program. So that the management of education and training program should be maximized, especially for the control of supporting facilities program, in this case, is the provision of close worship place to the training room for timing efficiency.

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## INTRODUCTION

Education and training (diklat) is a tool to adjust work responsibility with employees' ability, skill, and expertise. In the world of education, the function of education and training is very important to improve the quality of teaching staff (teachers) so that it is able to produce educators (teachers) who are superior, professional, and competent in their fields. Sudargo (2012) says that education and training for a teacher through a government program is an opportunity for a teacher to develop his professionalism in a sustainable manner by lifelong learning to improve the quality of education. Ittihad (2016) cites from Marzuki that he defines training as teaching or giving experience to someone to develop behavior (knowledge, skill, and attitude) in order to achieve something desired. Furthermore, Tereso (2012) reveals that education as a part of an art and through that art education can also be created.

The main objective of education and training program in the world of education is that teachers at every level of education can improve, develop and enhance their attitude, behavior, skill as well as knowledge in line with their respective fields of work in order to achieve the goal, the vision and the mission of organization. In addition, Sumarno (2017) defines Functional Education and Training for teachers is the activity of teachers in attending education or training that aims to improve the professionalism of the teacher in a certain period of time. In accordance with the objective of the education and training program, Susanto (2016) states that education and training program is directed to be able to reduce the gap between the knowledge, skill, social competence, and personality owned by a teacher now and what the demands in the future that relate to his profession.

A Professional teacher is a competent teacher and consistently builds a good learning process to produce qualified and characterized education. Moreover, Windrawanto (2015) states that the standard of professional teacher

competency is developed in an intact manner from the four main competencies, namely pedagogical, personality, social, and professional competencies. Furthermore, in relation to professional teacher, Halimatussakdiah (2017) confirms that the task of the teachers is not only teaching, guiding and assessing, but also developing their teaching profession which includes self-development, scientific publication, and innovative work.

The quality of education and training program really depends on the management of education and training itself. Elok, et al (2017) said that a good education and training is an education and training that is well-designed and well-planned so that it can produce expected output. According to Masrukhi, et al (2015), education and training programs should be implemented continuously based on the function of management without putting aside the concept of monitoring and mentoring.

A good education and training program is a program that can produce product in the form of skilled and professional employee and can answer the gap and the problem that have been existed. Setyobudi (2014) explains that education and training activities must pay attention to several important aspects to arrange education and training programs. Furthermore, to make the education and training program run well, Julifan (2015) argues that all education and training activities are designed in several stages based on the function of management, starting from planning, implementing, and evaluating.

Some of the education and training programs that have been implemented in several regions still leave things that need to be addressed and improved. Research conducted by Muslihin (2016) showed the assessment that the training participants considered the knowledge provided during the education and training was less practical which was proven by the results of questionnaire showed that 91.67% of participants considered that case.

Sukartono, et al., (2016) said that "training which is packaged and managed theoretically and practically will produce an

effective training concept". Hidayat (2013) in his research showed: (1) The implementation of Education and Training for widyaiswara was not yet effective, (2) the arrangement of competency-based education and training model as an education and training approach offered, emphasized on the practical activities in its implementation, and at the same time was an innovation in learning; (3) The implementation of competency-based education and training model that was developed, showed the effectiveness of learning outcomes supported by systematization and adaptive relationship between the components.

Susatya (2012) said, "It is proven that using Open Design training model can improve the quality of mastering competency, the quality of work, and the productivity of training participants". In addition, Hasibuan (2012) in his research produced several suggestions. First, in the planning process of education and training should really refer to the vision and the mission of BDK Medan. For the widyaiswara should further ground the training material that becomes their specialization. Third, for the BDK Medan employees, in calling the participants of education and training should be distributed to all employees and teachers in the Ministry of Religion of the Republic of Indonesia.

## METHOD

This research belongs to qualitative research with a case study. Qualitative research uses a natural setting to interpret the intention to analyze the phenomenon that occurs and involves various existing methods. The selection of a qualitative approach is because in a qualitative research approach, the symptoms, the phenomena, the information, and the explanations from the results of observation during the research process regarding the management of functional education and training to improve teacher professionalism would be more appropriate if the words express it in sentence form.

The subjects of this research were the English Teacher of Junior High school in Pematang Rejang Regency who did not yet meet the Minimum Mastery Standard of Professional Teacher Competency. The sources of data and information were obtained from several sources. This namely the Head of Education and Culture Office of Pematang Rejang Regency, the Head of Personnel Development Division, teaching team or tutors of functional education and training, the head of functional education and training participants for improving teacher competence, and several representatives from the members and the participants of functional education and training for improving teacher competency.

Furthermore, data collection techniques used in this study was as follow 1). Interview, 2). Observation, and 3). Documentation. The interview technique used in this study was structured in-depth interview in which a conversation that is conducted to obtain opinion, perception, feeling, knowledge, and sensing experience from the informant about the problem being researched.

Observation technique is often called as viewing. Buford Junker (in Moeloeng, 2017: 176) defines the role of researcher as observer into three categories: (a) Playing the full role, (b) Observer as actor, and (c) Full observer. In connection with this, the role of the researcher in this study is to play the full role from the group that is being observed by him. Thus, "the researcher can obtain data in the real sense" (Moeleng; 177)

The data validity technique was done by using source triangulation technique, namely the researcher conducted data collection from the interview and the material/documentation from several sources as a comparison material, then conducted cross check so that the results of the research can be accounted for.

Researchers' data analysis techniques included reducing data, presenting data, and drawing conclusions (Miles and Huberman). Data obtained from the results of interviews, observations, and study documents are recorded in the field notes which consist of two parts namely descriptive and reflective notes.

Descriptive notes are in the form of natural notes during the study, while reflective notes contain impressions, comments, opinions about the findings found. After the data is collected, data reduction is then made to select relevant and meaningful data that are able to answer the research questions. and discard irrelevant data. Then, the data is presented in the form of text, pictures or tables to facilitate identifying information. And the last, the researcher draws conclusions during the research process from the temporary conclusions to the final conclusions.

## RESULTS AND DISCUSSION

Planning is one of the functions of management activities in achieving the goal effectively and efficiently. Besides, planning is also a process of determining a predetermined goal. In planning a training program, the provider of training program must be very observant and precisely determine what training program is really needed and in accordance with the real condition in the field. In addition, the definition of training needs analysis is an activity of sorting out the work performance gaps of the employees.

The activity of sorting out these performance gaps is done through identifying the gap between the ability that can be done by the employees (teachers) at present and the ability that should be done or expected in the future. Current ability is also often referred to as actual ability, while ability that is expected or should be done called ideal ability. Thus, the needs analysis can be defined as the process of identifying gaps between ideal ability and actual ability (Setyobudi, 2014: 3)

The need to improve teacher competence in every aspect of teacher professionalism must receive serious attention in order to get the result and the quality of education that are in line with the expectation. With the involvement of teachers in the functional education and training to improve competence, it is expected that they will be able to more develop, improve, and change to a better direction. Therefore, the quality of education in Pematang Regency can

be evenly and comprehensively down to the periphery.

Generally, the purpose of implementing functional education and training program is to improve the quality of teacher in Pematang Regency with target is achieving the Minimum Mastery Standard of Pedagogic and Professional Competencies which is the basic element of their incompleteness on the English teachers in Pematang Regency. Especially, the Education Agency of Pematang Regency through functional education and training to improve competence as well as intended to facilitate Civil Servants teachers who want to increase their credit scores.

The education and training participants who received red mark on both competencies admitted and realized that so far they only focused on teaching and delivering knowledge. In this millennial era, as a professional teacher is not just limited to transferring knowledge, but beyond that concept, there is the aspect outside the face-to-face task of transferring knowledge to the students that is the pedagogical and the professional aspects. Furthermore, it was found the fact that the lack of teachers' understanding about the competencies that must be mastered was the main factor that made them got unsatisfactory scores on the Teacher Competency Test. As expressed by a female teacher, one of the training participants;

They admitted that they were shocked with the unexpected questions they faced during the Teacher Competency Test. According to them the pedagogic and the professional aspects were still unfamiliar. In addition, the lack of knowledge references and reading interest of the participants made it difficult for them to answer the questions in Teacher Competency Test on these pedagogic and professional aspects.

Training Design is a model applied by the manager in organizing functional education and training to improve teacher competence. Furthermore, Mr. Joko said that the functional education and training for improving teacher was a collaboration of Pematang Regency Government with the Center for Development

and Empowerment of Teachers and Education Personnel (PPPPTK) Language Jakarta.

One of the education and training instructors from Widyaiswara, Mr. Sahadadi Mulyana, said that functional education and training was a series of Continuing Professional Development which consisted of face-to-face, online, and online combination modes. Full face-to-face activity is an activity to facilitate the improvement of teacher competency through a full face-to-face model carried out by the technical implementation unit within the Directorate General, Teachers and Education Personnel, and other education and training institutions. This full face-to-face activity is carried out in a structured manner at a time guided by the facilitator.

Furthermore, Mr. Sahadadi said the sections of learning in the face-to-face model included; 1. Introduction, in this introduction activity the facilitator provided the opportunity for the training participants to study the background which contained a description of the material, the learning objectives of each material, competency or indicator that would be achieved through the module, and the scope of the learning activity material. 2) Reviewing the material, in the reviewing activity the group module of ICT Pedagogic competency in Learning gave the opportunity to the teacher as a participant to learn the material described briefly in accordance with the indicators of achievement of learning outcomes. The teacher as a participant could study the material individually or in groups and were able to confirm the problem with the facilitator. 3) Conducting learning activity, in this activity the participants carried out learning activities in accordance with the signs or instructions listed in the module and guided by the facilitator. The learning activity will use an approach that will directly interact in the training class with the facilitator and other participants, either by using discussion about the material, practicing, and specific training. In the learning activity of this material, the participants also actively explore information, collect and process data until the

participants can make conclusion towards the learning activity. 4) Presentation and confirmation, in this activity, the participants conducted presentation from the results of the activity while the facilitator confirmed the material and discussed together. In this section, the participants and the presenters also reviewed the material based on all learning activities. 5) Final test preparation: In this section, the facilitator was accompanied by a committee informing the final test that all participants will carry out.

The determination of functional education and training participants was taken from the data of the Teacher Competency Test as a follow-up to the Continuing Professional Development by considering the priority scale in what part of the competency in general the teachers in Pemalang Regency which still had a lot of red mark or had not met the minimum completeness target. Making a priority scale of a problem will facilitate the determination of education and training participants. By the priority scale that had been made before, it was expected that they were able to overcome the urgent problems being faced so that the number of participants could be adequate and in accordance with the needs.

The presenter is the person in charge of delivering education and training material to the participants. The collaboration pattern between Pemalang Regency Government and Center for Development and Empowerment of Teachers and Education Personnel (PPPPTK) Language Jakarta made a good collaboration of training providers. The English Department is one of seven departments at PPPPTK. The English widyaiswara team consisted of 12 people and was assigned to teach English education and training for English teacher at junior and senior high school / vocational High School / Islamic Senior High school levels.

In accordance with its duty, English Trainer (Widyaiswara) have the duty and the function to carry out some activities, namely educating, teaching, and training as well as evaluating and developing education and training. The activity of improving English

teachers' competence includes junior and senior high school / vocational High School / Islamic Senior High school levels. Various programs and activities have been held for English teachers throughout Indonesia according to the development of English education and teaching established by the Ministry of Education and Culture of the Republic of Indonesia and trends applied in English learning.

The presenter in the functional education and training in improving teacher competency came from the PPPPTK Language Jakarta through two widyaiswara. The first widyaiswara was Mr. Sahadadi Mulyana. He is a widyaiswara in English with the title Junior Widyaiswara, and has been a widyaiswara since 2005. The second was Ms. Lia Herawaty. He is a widyaiswara in English with the title Middle Widyaiswara, and has been a widyaiswara since 2006. Whereas Mr. Joko added information that if an education and training was carried out purely by the education agency of Pematang Regency. Then the presenters besides from Widyaiswara and the local native teachers of Pematang had high Teacher Competency Test scores. They would later become the instructor to help their peers as fellow teachers who need the training to improve their competence. All of them were done for developing and improving the quality of education in Pematang Regency continuously and sustainability.

The mode used in the functional education and training in improving English teacher competency was IN-ON-IN Full Face to Face Pattern (60 Learning Hours). Face to Face Mode is a part of the learning system, where direct interaction between the facilitator and the participants is direct. Learning interactions in the Face-to-Face Mode include the provision of material input, question and answer, discussion, exercise, practice, and assessment.

The elements involved in the Face-to-Face Mode proposed by the Education Agency at Provincial/Regency/City Level and Technical Implementation Unit was the

National Instructor (NI) as facilitator, teacher as participant and class committee, whereas IN-ON-IN Mode was divided into 20-20-20 pattern and 20-30-10 pattern.

Training material in the functional education and training for improving teacher competency was based on the existing needs so that the goal and the target of the program can be precise and accurate to the target problems that exist. According to Mr. Joko, after analyzing the results of the Teacher Competency Test in 2015 said that:

"On average, many participants received red marks, or did not meet the Minimum Graduation Standard (SKM) on Pedagogic and Professional Materials".

Based on the analysis of UKG results and the urgency of improving the quality of education in line with the needs, the material presented in the functional education and training for improving teacher competency is the Competency Group D and Competency Group E (pedagogic and professional).

The methods used in delivering material in the functional education and training for improving teacher competency were lecturing, discussing, and followed by presenting. Full face-to-face teaching and learning activities were the activities to improve teacher competency through a full face-to-face model implemented by the technical implementation unit within the Directorate General, Teachers and Education Personnel and other training institutions. This full face-to-face activity is carried out in a structured manner at a time guided by the facilitator.

In the introduction activity, the facilitator provided the opportunity for the training participants to study the background that contained the description of material, the learning objectives of each material, competencies or indicators that would be achieved or indicators that would be achieved through module the scope of the learning activity material.

Furthermore, in the reviewing activity, the group module of ICT Pedagogic competency in Learning gave the teacher the

opportunity to learn the material described briefly according to the indicators of achievement of learning outcomes. The teacher as a participant could study the material individually or in groups and were able to confirm the problem with the facilitator.

In this third point activity, the participants carried out learning activities in accordance with the signs or instructions listed in the module and guided by the facilitator. The learning activity will use an approach that will directly interact in the training class with the facilitator and other participants, either by using discussion about the material, practising, and specific training. In the learning activity of this material, the participants also actively explore information, collect and process data until the participants can make conclusions towards the learning activity.

In the Presentation and confirmation activity, the participants conducted presentation from the results of the activity while the facilitator confirmed the material and discussed together. In this section, the participants and the presenters also reviewed the material based on all learning activities. The last learning activity was final test preparation, in this section the facilitator was accompanied by a committee informing the final test that all participants will carry out. The Evaluation of Functional Education and Training for Improving Teacher Professionalism

In an epistemology manner, evaluation comes from (English) word. The word evaluation comes from the word value which means grade or score. The word evaluation, thus, is also translated with assessment. Therefore, between "assessment" and "evaluation" can be seen as a unity of meaning.

In term of terminology, evaluation is defined as an action or process to determine the value of an object. The term evaluation has evolved and entered in every aspect of human life. At this time the term and the implementation of evaluation itself is not only related to student achievement.

The evaluation of functional education and training for improving teacher competency

in Pematang Rejang Regency carried out by the providers included the evaluation of presenter, the evaluation of training participants, and the evaluation of program (material, facility and infrastructure). In implementing the evaluation function, the providers have distributed questionnaires to training participants on the last day to provide an assessment of the training program they have taken.

## CONCLUSION

The planning of Functional education and training for improving teacher competency conducted by the Education Agency of Pematang Rejang Regency includes needs analysis, setting objective, training model, determining participants and presenters. The implementation of functional education and training for improving teacher competency used a full face-to-face pattern, namely 60 Learning Hours. The evaluation of functional education and training for improving teacher competency showed the improvement in teacher competency, as indicated by the training evaluation results at the end of the program (post-test).

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