



## TRAINING EFFECTIVENESS IN IMPROVING TEACHERS PROFESSIONALISM COMPETENCE IN SCHOOL

Sukartono<sup>1✉</sup>, Samsudi<sup>2</sup>, Tri Joko Raharjo<sup>2</sup>, DYP. Sugiharto<sup>2</sup>

<sup>1</sup> Lembaga Penjaminan Mutu Pendidikan Jawa Tengah, Indonesia

<sup>2</sup> Postgraduate Program of Semarang State University, Indonesia

### Article Info

*Article History:*

Accepted April 2016

Approved May 2016

Published June 2016

*Keywords:*

*training effectiveness,  
professional competence*

### Abstract

A training which is packaged and managed theoretically and practically will produce an effective training concept. Such training will facilitate the achievement of the expected goals. A training which starts from the planning, organizing, coordinating, implementing and evaluation will be carried out effectively if it meets the requirements, namely clear objectives, based on needs, based on the data results of mapping and competency tests, conducted regularly and periodically, budget savings, easy to be implemented and disseminated, and followed by monitoring and evaluation. Training effectiveness related to professional competence of teachers is a training which is able to produce a comprehensible figure of teacher and is able to provide materials for behavioral change to carry out their duties at school. The provided training is not only for refreshment, but also to nurture and develop the potential and competency of teachers when carrying out their tasks. Training is given not merely because of obligatory program or pursuing the budget spending target, but it is actually used to form a professional teacher. Therefore, a training needs to be managed from beginning to end. Training even should involve various stakeholders so that the training can be used as a regular program to improve the quality of teachers.

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✉ Correspondence Address :

Jalan Kyai Mojo Srandol Kulon Banyumanik Semarang 50263

E-mail: [sukartono\\_lpmpsmg@yahoo.co.id](mailto:sukartono_lpmpsmg@yahoo.co.id)

p-ISSN 2085-4943

e-ISSN 2502-4469

## INTRODUCTION

The existence of human resources within an organization is crucial because it functions as a manager for other organizational resources. These circumstances make human resources must constantly develop its potential and competence in order to align with society in general. This is similar to teachers as educators in schools, their potential and competence must always be aligned with the time and demand of society. Teachers have a very strategic position as the cutting edge of learning who directly face their learners. Therefore, their presence cannot be replaced by any other medium which means that teachers must be present in carrying out learning. Along with regulation, time change, development of society, global competition and needs of the teacher, teachers from time to time need to be nurtured and developed in regard to their professional competence. One form of activity that can be done is training as a process to create knowledge, attitudes and skills of teachers to have the potential and competence in accordance with the expected goals.

Training should be organized professionally to be more effective. Training is not only conducted to fulfill the program or budgetspending target, but also to establish the figure of a professional teacher. Training effectiveness can be achieved by involving various stakeholders, ranging from the academicians, practitioners to policy makers. The main key to the success of a training program is the supervision, monitoring and evaluation. The activities are carried out to avoid waste, misappropriation of resources and monitoring the results of the training that has been done. Several problems show that training is mostly ineffective due to its failure to achieve the expected goals and the results of training cannot be implemented and disseminated. Additionally, training is not based on the needs of participants. Therefore, training effectiveness needs to be implemented, so that the purpose of teachers' professional competence improvement in schools can be achieved optimally. Understanding training effectiveness

needs to be preceded by indicators such as using clear goals and objectives, efficient use of resources, monitoring and evaluation, as well as follow-up program as the improvement for further training.

Statement of the problem in this study is "how does the effective training improve the professional competence of teachers in schools? The purpose this study is to know and understand the components that are associated with effective training to improve the professional competence of teachers in schools.

Effective means being successful or something that is done successfully. Steers (2010: 87) suggests that the effectiveness of a program is the reach of a system with specific resources and means to meet its goals and objectives without limiting its means and resources as well as without irrational pressure on its implementation. According to Kurniawan (2005: 109), effectiveness is defined as the ability to carry out tasks, functions (operation program activities or missions) of an organization or the like without any pressure or tension between the implementation. Therefore, effectiveness is a measure which states how far the determined target (quantity, quality and timing) has been achieved by the management. This is in accordance with the opinion of Hidayat (2006: 86) which explains that the effectiveness is a measure that states how far the target (quantity, quality and timing) has been reached, where the greater the percentage of targets achieved, the higher the effectiveness.

Further, Sikula (Sumantri, 2010: 2) defines training as a short-term educational process that uses systematic and organized methods and procedures. The trainees will learn the knowledge and skills that are practical for a particular purpose. Training is a process of helping others to acquire skills and knowledge (Marzuki, 2012: 5). While Moekijat (2013: 2) describes the term training as any process in developing talents, skills and abilities of employees in order to complete a specific job. Training is learning to change people's behavior in carrying out their work. Essentially, training is a process of providing assistance to the

employees or workers to master specific skills or helping to correct deficiencies in carrying out their work. Based on these two concepts, the training effectiveness is a training measure that indicates the implemented process in the short term and aims to improve the knowledge, attitudes and skills in improving the professional competence required for the job, so that individual and organizational goals can be achieved.

The criteria that demonstrate training effectiveness according to Siagian (2008: 77) is the clarity of the objectives to be achieved. This is intended so that the employees can achieve the targeted goals and organizational objectives; clarity of strategies to achieve the goal, as it has been known that the strategy which is on the right track will help them achieving the specified objectives so the implementers do not get lost in the process of organizational goals achievement; process analysis and formulation of policies related to the goals and the strategies that have been established which means that the policy must be able to bridge the goals of operational activities; careful planning which means to decide what should be done by the organization in the future; proper programming is basically a good plan that still needs to be translated into appropriate programs implementation because if not, the executor will be lack of guidance to act and work; the availability of infrastructure, one indicator of the effectiveness of the organization is the ability to work productively. With the available facilities and infrastructure which may be provided by the organization; effective and efficient implementation, no matter how good a program is, if it is not carried out effectively and efficiently, the organization will not achieve its goal because the effective implementation will bring the organization closer to their goal. And system of monitoring and control needs to be carried out effectively considering human nature which is not perfect, the effectiveness of the organization requires the presence of monitoring and control system.

Furthermore, Duncan (Steers, 2010: 53) says about the measure of the training effectiveness, namely (1) achievement of

objectives which means that the achievement of the overall objectives should be seen as a process. Therefore, in order to further secure the achievement of the ultimate goal, establishing several phases is necessary, both in terms of phasing achievement of its parts and phasing in the sense periodical timing. Achievement of objectives consists of several factors, namely: (1) the period and target which are concrete targets; (2) integration, which is the measurement of the ability level of an organization to conduct socialization, the development of consensus and communication with a variety of other organizations. Integration involves the process of socialization; and (3) adaptation, which is the organization's ability to adapt to the environment. Therefore, the benchmark used for the process of procurement and replenishment labor is essential.

Some of the effective principles of training include: the implementation of training should have clear goals which can be described in a behavior that can be observed and measured. If the training target is unclear, the training effectiveness cannot be seen. The task of the coach is to teach the materials using particular methods so that participants will gain the knowledge, skills and attitudes required in accordance with the targets set by the company. Training materials must be appropriate and compiled based on the target of training. After the training material is determined, then the next step is to arrange appropriate training methods. If the training methods are inappropriate, the training objectives will not be achieved. The participants are also important component in the implementation of the training because the success of a program depends on its participants.

Professional competence of teachers is the competence shown by teachers in carrying out its roles and functions as the profession as a teacher with full of responsibility, dedication, and loyalty on the basis of teacher competencies they have possessed (Sanusi, 2011: 2). Surya (2013: 138) argues that professional competence is a wide range of capabilities required in order to realize himself as a professional teacher, which includes expertise or skill in his field

including the mastery of the material that should be taught along with its methods, so he can guide his students in achieving competency standards that have been determined. In performing its duties, teachers are required to have a mastery of academic skills and other skills which support teacher professionalism. The academic abilities include the ability to master knowledge, the ability to conduct scientific research that can support the profession, the ability to acquire the insight and educational foundation. And the ability of skills is the ability to develop competencies to support the profession.

From several explanations of teachers' professional competence, it can be concluded that professional competence is the ability to master subject matter broadly and deeply, enabling teachers to guide learners to meet the standards of competence in accordance with the National Education Standards. Therefore, professional competence of teacher is related to the ability demonstrated by a teacher in carrying out its roles and functions within learning process in the classroom based on the responsibility, dedication, loyalty and sincerity. Teachers who have competence will work hard to implement the functions and objectives of the school specifically and generally according to the educational purposes. Therefore, they are required to have a number of characteristics that are expected.

Usman (2012: 67) states that a professional teacher should have some competencies, namely: mastering educational foundation; mastering teaching materials; implementing teaching programs; and assessing the results and the learning process which has been implemented. Further, Natawidjaja (2012: 3-4) specifically offers ten basic skills of teachers namely: mastery of learning materials along with basic scientific concepts; management of teaching and learning programs; classroom management; use of media and learning resources; mastery of the foundations of education; management of teaching and learning interactions; assessment of student achievement; recognition of functions and program guidance

and counseling; introduction and implementation of school administration; and understanding of the principles and utilization of educational research for the benefit of the quality of teaching. Those ten basic skills have been applied in the development of educational curriculum program and the level of ability of teachers today. Under The Decree No. 16 of 2007, the standard of academic qualifications and competence of teachers to support the professional competence of teachers are described, namely mastering the material, structure, concept, and the mindset of scientific support of teaching subjects; mastering the standard competences and basic competences of teaching subjects; developing learning materials of teaching creatively; developing professionalism in a sustainable manner by taking action reflective; and utilizing information and communication technologies to develop the profession.

Factors which influence the professional competence of teachers are internal and external factors. Internal factors are the factors which come from within the teachers themselves, for example, educational background, experience, ability and willingness of the teachers, while the external factors are school principals, educational facilities and the school environment. In an effort to improve the professional competence of teachers, Ametembun (2011: 330-34) states that it can be done in two ways through formal and informal ways. Formally, the effort can be done through affiliation with professional organizations, workshops, attending college, attending school meetings, attending academic meetings, reading professional books, subscribing to magazines professional, productive writing, listening to radio and TV and watching education movies while the informal way includes recreation, daily contact, traveling, social interests and reading as a hobby ,

Furthermore, if it is connected with the nature of educational reforms that is occurring at the moment, the efforts to improve the professional competence of teachers according

to Jalal (2011: 223-224) are: in improving the quality of teachers through in-service education, the emphasis is given to the teacher's ability, improving the effectiveness of teaching, overcoming practical problems, increasing the sensitivity of teachers to individual differences of their students, increasing the role of training institutions (LPMP / P4TK) in the ministry of education, and providing full authority to the school to decide what is best in training quality for teachers. Systems and programs in improving the competence of teachers should be done through assistance and services. The assistance system refers to an improvement process that is done by the coaches to help teachers being able to perform its duties and responsibilities well, for example by giving examples or demonstration. Service system refers to an improvement process which is carried out by the principal to receive and help the teachers when they encounter some problems in school. Assistance and services system provided by the school principals is the key of success in carrying out their duties and responsibilities as a teacher in a professional manner. This situation would be realized if the implementation is able to be managed well and there is a system of cooperation between teachers and principals.

## **METHODS**

This study employed a qualitative descriptive approach aimed at describing the training which was effective in improving the professional competence of teachers in schools. The source of data was derived from the research paper, observation and interviews of stakeholders in conducting training, so that the instrument used was the researchers themselves. The data was collected through the stages of orientation, exploration and member check. Validity checking for the data was done by taking into account the credibility, dependability and confirmability. The data analysis was performed through the collection, reduction, display, conclusions and data verification. (Moleong, 2012: 56).

## **RESULTS AND DISCUSSION**

The results show that the effectiveness of the training can be achieved by concerning several aspects related to clarity of purpose, based on the needs, according to the results of the mapping and competency tests, done routinely and periodically, the budget savings training, has the ease of implementing and disseminating as well as being followed up with monitoring and evaluation activities.

### **Training Possesses Clear Objectives**

A good training is a training that possesses a clear objective, so that the final outcome of the training is accordance with the target. The objective is the ending of an activity. By having certain and clear objectives, the effectiveness of the training can be facilitated more optimally. Generally, objectives which are related to training involve knowledge, attitudes and skills. This means that the training must be oriented towards the mastery of these competencies. The purpose of the training is directed to the training participants, not the other objectives from particular party, because a lot of trainings are packed with the aim to benefit certain parties. Hence, the training objectives with regard to the training objectives are in accordance with the needs and changing times. Training objectives must be clearly stated in the structure of the regular training program, which is divided into general, main and additional programs.

### **Training which is Based on Needs**

Effective training is a training which is based on the needs (need assessment analysis), so the training is conducted more precisely. Training must be carried out based on what is required needed by the participants. This activity can be started by collecting the initial data of the target trainees on what they actually need. Training is not only for the fulfillment of the program, but also on the needs of the expected target trainees. Training needs is also based on the demands of the development of society, the challenges of an increasingly complex work, problem solving in the work environment, the

level of work competition, and only as refresher from daily routine. However, a needs-based training will provide benefits for the trainees personally or organization as a whole.

#### **Training which is based on the data of mapping result and competency test**

The effective training is the training that is supported by the data of mapping and competence tests because the existence of the data is to provide information about potential map and competence of teachers as basic needs for designing and preparing training materials. The purpose of the mapping and competency test is to obtain the information about the description of the competence of teachers, especially pedagogical and professional competencies in accordance with the established standards; to receive a map of the teachers' competence that will be taken into consideration in determining the type of education and training for the teacher in program development and teacher professional development in the form of sustainable professional development activities; and to obtain the results of UKG which is part of the assessment of teacher performance and will be consideration for policymaking in giving awards and appreciation for the teachers. In the implementation, the mapping and competency tests should take into account the principles: objective, meaning that the implementation is done correctly, clearly and assessing competence; fair, meaning that in the implementation, the participants should be treated equally and not discriminated based on culture, belief, social, cultural, seniority and should be served in accordance with the criteria and mechanisms in a fair and non-discriminatory standard; transparent, meaning that the data and information related to the implementation of mechanisms such as the assessment system should be delivered openly and should be accessible to the need; and accountable, which means that implementation must be accountable in terms of implementation, as well as decisions in accordance with the applicable rules and procedures.

#### **Training is conducted regularly and periodically**

Training needs to be done regularly and periodically so that its presence does not go away. Such circumstances exhibit the fact that the existence of training is needed all the time, given many benefits derived from it. Therefore, the principle of training must be done through regular and periodical programs. The trainings are conducted with a clear timing and program to be used as the evaluation and improvement of training in the future. The philosophical foundation contained within regular training is that people needs to refresh and change for the better. Besides, the budget management needs the budget spending optimization, one of which is in the form of training.

#### **Training Budget Austerity**

Effectiveness is oriented on the obtained results. However, the efficiency in the use of organizational resources, including training budget needs to be considered. The training which is held must not only be effective, but also efficient. A thorough training supported by the availability of budget and other facilities will ease the training implementation. The existence of a budget is very important for the training. Training budget is usually used to pay resources, rental facilities (places and learning media), consumption and documentation, report and other unexpected costs. Therefore, in this context, training needs to be done on the basis of effective and efficient management in order to avoid wasting budget and unfulfilled training targets.

#### **The results of training are easily implemented and disseminated**

The obtained training results should be easily implemented and disseminated to other parties. The training results should exhibit such changes in behavior. Further, the training should be able to disseminate the results through some professional activities of organizations or scientific discussion. The training must not only follow the formal requirements or to receive a certificate, but also more as a way to change the

behavior in performing the task. Training must not serve merely as refreshment but have an impact on the performance as well. Therefore, one indicator of effective training is whether it is easy to be implemented and disseminated to other parties.

### **Training Follow-up through Monitoring and Evaluation**

Monitoring is the regular process of data collection and progress measurement on the program objectives aimed at monitoring the changes that focus on processes and outputs, involving calculations on what to do and involves observation on the quality of provided services. Evaluation is the use of social research methods to systematically investigate the effectiveness of the program, assessing the contribution of the program to assess the need for change and improvement, the continuation and expansion of the program, requiring the design of the study and control group or comparison group. Monitoring and evaluation of the training are also carried out to assess how much activity has been achieved by using a variety of available resources. Monitoring and evaluation is also done to prevent the occurrence of irregularities or violations during the training activity, as well as to provide feedback for improvement of training in the future.

### **CONCLUSION**

Training effectiveness is a training measure that indicates the process implemented in the short term. This aims to improve the knowledge, attitudes and skills to improve the professional competence to deal with the job, so that individual and organizational goals can be achieved. Professional teacher competence is related to the demonstrated ability of a teacher when carrying out its roles and functions as a teacher in the learning process in the classroom based on the responsibility, dedication, loyalty and sincerity. Teachers who have competence will work hard to implement the functions and objectives of the school and educational purposes both in particular and in general.

Therefore, it is required to have a number of characteristics which are expected to include: mastering the material, structure, concept, and the mindset of scientific to support the teaching subjects; mastering standard competence and basic competences of teaching subjects; developing learning materials of teaching creatively; developing professionalism in a sustainable manner by taking reflective action; and utilizing information and communication technologies to develop the profession.

Effective training is characterized by clarity of purpose, based on needs, according to the results of the mapping and competency tests, conducted regularly and periodically, budget savings, easy to be implemented and disseminated, and followed by monitoring and evaluation.

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