

Improving Teacher Quality with the Effectiveness of Training for Private Elementary School Teachers in Bogor District

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ABSTRACT

Teacher quality is the quality level of a teacher in providing education by taking into account the capabilities of each individual or student which aims to obtain a standard reference in improving the quality of the learning process. The effectiveness of training is very important, especially for developing human resources, including teachers. This study aims to analyze the improvement of teacher quality with the effectiveness of training for private elementary school teachers in Bogor Regency. This study used a qualitative approach with descriptive analysis. The research results show that one of the efforts to improve teacher quality is to conduct effective training for teachers, especially in terms of developing their human resources by relying on four effectiveness measures, namely reaction, teaching process, behavior change and results. The expected output from the effectiveness of this training is that teachers can encourage active participation of students, promote learning processes that develop a culture of reading and writing in students and so on.

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INTRODUCTION

It is one of the goals of national development in the field of education to improve the quality of education, and one of the fundamental factors that determines the quality of education is the teacher. This is due to the fact that the role of the teacher being very significant in the learning process (Suryana, 2020). Professional educators are required in order to raise the overall standard of educational provision. According to Law Number 20 of 2003 of the Republic of Indonesia Concerning the National Education System, the position of a teacher as an educator is considered to be a professional position. As a result, educators are obligated to engage in ongoing professional development aimed at expanding their knowledge and capabilities in line with changes in society, as well as advancements in scientific and technological fields (Sulastrri et al, 2020).

Instructors are one of the factors that determines the high or low quality of education; hence, it is vital to devote a great deal of attention to developing teachers in terms of both the quantity and quality of teachers. Ongoing education and professional development for educators is an important factor in maintaining high standards of both quality and professionalism in the teaching profession (Musfah, 2012). The purpose of training activities for teachers is to enhance teacher knowledge and skills in the hopes that teachers can gain a competitive advantage and be able to deliver the best possible service. These activities are generally an intrinsic part of management in the field of manpower in schools. In other words, they are able to increase their productivity while simultaneously enhancing the overall quality of their performances (Satrio et al, 2021).

According to Rama-Devi and Shaik (2012), the training function helps organizations to make the most of the potential of their human resources. A comprehensive training program serves as a

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tool that helps employees enhance their abilities and enables them to do their jobs more effectively. Employees, organizations, and the performance of organizations can all benefit greatly from training and development opportunities. Employee training is a learning experience: it seeks a somewhat permanent change in people that improves job performance, according to DeCenzo & Robbins (2010), who wrote on training. Consequently, training entails the modification of abilities, knowledge, attitudes, or behaviors. This may need a shift in the employees' knowledge, the way they perform their duties, or their attitudes toward their occupations, their coworkers, their bosses, and the company.

The efficiency of training is highly significant, particularly for the cultivation of human resources, which includes the development of educators. Training and development of human resources are activities that are carried out in businesses, organizations, agencies, and other types of institutions in order to improve the performance of employees (Effendi, 2021). The training that is provided by the government for educators and teachers is not nearly as effective as it may be. The fact that teachers who receive training from the government only receive instruction in one-way communication or that the seminars and training programs supplied are ineffective means that they are unable to improve teacher quality and productivity. This is the reality on the ground. It is believed that one of the reasons training is useless is due to the poor quality of the people who participate in the training (Wahyuni & Berliani, 2019).

According to Larasati and Andayani (2013), it is impossible to separate the efficiency of training from the training design aspects that have been made. Training that is effective displays a training design process that is both good and correct. According to Sihombing and Verawati (2020), the purpose of successful training in firms is to prepare employees to become quality employees for the plans and goals that the company wishes to achieve in the present and in the future.

The findings of the first survey indicate that the quality of educators working in the Bogor district is not as high as it may be. The facts that emerged from the results of the preliminary investigation point to the conclusion that the quality of instructors working in private primary schools in the Bogor Regency has to be improved. These signs point to an overall improvement in the caliber of the instructors. There are a lot of things that can play a role, including how successful the training is. This study seeks to examine the effectiveness of training in enhancing the quality of private elementary school teachers in the Bogor Regency. The backdrop of the problem and the identification of the problem will serve as the foundation for this investigation.

METHODS

A qualitative approach combined with descriptive research methods were utilized in the conduct of this study. In light of the fact that the goal of this study was to get an overview and analyze teacher quality improvement with the efficiency of training for private elementary school teachers in the Bogor district, a qualitative approach was chosen as the method of investigation. In qualitative research, the researchers rely on the opinions of the participants, ask in-depth questions, collect data in the form of "words" from the participants, describe and evaluate the data, and undertake subjective investigations, according to Creswell & Creswell (2017). According to Berg (2007), the approach to research that was taken was descriptive. This was the approach that was taken. The researcher will first propose a descriptive theory, which will serve as the basis for the researcher's entire approach to the study.

RESULTS AND DISCUSSION

1. The Nature of Education and Training

Chaerudin (2018) defines education and training as a series of activities that prioritize knowledge, skills and improving the attitude of an employee in carrying out their duties in order to achieve effective and efficient organizational goals. Adequate knowledge, skills and abilities will facilitate employees in completing their work. So, education and training is one way of developing human resources to improve the ability of employees to handle various types of tasks and apply the skills needed according to the type of work available, so that employees can do their jobs optimally. It is stated that the goal of education and training is to increase the knowledge, abilities, and skills of employees so that they are more professional in the manner in which they carry out their work. This is done so that organizational goals can be achieved and have a relationship with employee performance.

Nugraha went on to say (2020) that practically all organizations, whether public and private, are conscious of their limitations when it comes to dealing with a variety of changes. Changes that occur as a result of one's response to difficulties that originate both within themselves and from the outside world, such as shifts in the requirements that individuals have for newly developed technologies. The implementation of education and training programs is one of the many strategies that may be utilized in order to address and adapt to the changes that are taking place. It's possible to look at education and training (Training) as a sort of investment. Because of this, it is imperative that each and every company prioritize the education and training of its staff members. Therefore, the implementation of education and training programs is very important for employees both now and in the future, as a result of the fact that with education and training, the capabilities, knowledge, skills, attitudes, and productivity of employees will rise.

For this reason, Nugraha (2020) suggests that developing the quality and capabilities of human resources must go through a process of planning education, training, and managing staff or employees to achieve an optimal result. Employees should be given additional knowledge by first reviewing or conducting a needs analysis. This needs analysis aims to find out how their (employees) are currently capable and what should be mastered and known by employees in relation to their duties and responsibilities. Even so, the addition of knowledge is not enough to be able to lead an employee to work professionally.

According to Bariqi (2018) training is an essential requirement for the survival of a company. This is due in part to the belief that training can raise an individual's value and is not merely intended to influence short-term performance. In addition, people in a number of nations, including Indonesia, believe there is a connection between training and education. Companies frequently choose training as one of the techniques to develop their staff in order to meet organizational goals, thus it is unsurprising that many businesses have begun to allocate substantial funds to employee training and development programs. Unfortunately, a significant investment in training programs is not always accompanied by an adequate evaluation of the training itself.

Teachers are human resources within the education field. Rustiana (2010) demonstrated that human resources play a significant effect in an organization's ability to achieve its objectives. Human resources and their quality are of utmost importance from a strategic standpoint, as human quality contributes to work accomplishment. Consequently, the knowledge and skill levels of human resources must be regularly increased. The workouts provided to staff will motivate them

to work more diligently. This is due to the fact that employees with a strong understanding of their jobs and obligations would have a greater degree of work morale. On the basis of this definition, Rustiana (2010) argues that training is a process that enables workers to become more productive in their present or future occupations through the acquisition of appropriate thinking and action patterns, skills, knowledge, and attitudes. According to Rustiana, Syahputra, and Jufrizen (2019), the benefits of education and training are to promote employee stability and to offer employees with opportunity to develop themselves so that they can carry out activities successfully and efficiently.

Education and training is an effective management tool as a solution to individual performance problems caused by the ability of the individual itself in the form of inadequate individual knowledge and skills in completing work according to predetermined standards. Education and training is a systematic process change behavior to achieve organizational goals.

According to Salas et al. (2001), there are four ways to measure the effectiveness of training: (1) Reaction: Reaction is a measure of training efficacy based on the reactions of training participants, particularly direct reactions. (2) Learning Process: The learning process is a measure of the effectiveness of the training based on the extent to which trainees are able to assimilate the offered knowledge. (3) Behavior Change: This behavior change is manifested by a shift in attitude between before and after instruction. (4) Results: The efficacy of training is measured by the attainment of employee organizational goals, quality of work, time efficiency, quantity of outputs, and waste reduction.

Based on the theoretical study above, it can be synthesized that training effectiveness is the end result of training carried out by organizations for their employees with the aim of increasing knowledge, skills, and motivation so that they can work better.

2. Improving Teacher Quality with the Effectiveness of Teacher Training in Bogor Regency

The requirement that educators in Pemkab be of high quality. Bogor is a type of knowledge and awareness that aims to attain quality in education by enhancing the quality of instructors as educators. Despite the fact that its implementation is still limited in quantity, bogor is nonetheless a form of understanding and awareness. When compared to the overall quantity of teachers, the quality of teachers has not been the primary focus of the implementation of teacher professional development. This is evident from the fact that the process of achieving professionalism in post-training professional quality is not yet functioning at its optimum level; specifically in action research, the capacity to master subject matter both broadly and in depth is still restricted (Sabandi, 2013).

This is because the instructor does not place a high enough priority on maximizing the use of references to strengthen their teaching skills and concept formation. There is still room for improvement in terms of mastery of educational learning principles and learning theory, particularly awareness of the role of ideology in education. The development of a competent educator is an ongoing process that also includes post-training experiences. Both classroom experience and research in pedagogical literature are essential for the ongoing growth and expansion of professional educators' pedagogical expertise. A relatively tiny fraction of educators have a significant level of interest in doing ongoing literature searches and scientific studies (Danim, 2012).

The realization of the post-training teacher's professional abilities has not been optimal both in terms of the continuity of learning as a form of awareness of the reality of teachers who have to practice lifelong learning. Action research practices are still weak and teachers are not yet aware of the importance of a documentation system to ensure the quality of teaching and learning carried out. Teachers, especially in the regions, still have not optimized the procedural function, RPP for quality assurance in teaching and learning.

In line with what was stated by Julifan (2015) that the effectiveness of education and training that has been carried out so far has become immeasurable because there is no quality assurance, that the results of the training can actually be implemented. Education and training is ultimately seen as a mere formality activity, because it does not have a significant effect on teacher performance. Most of the assessment of the effectiveness of training is only from the affective aspect (feeling of pleasure) not competence, especially in terms of knowledge and how it impacts school performance .

Training is basically a process of providing assistance to teachers to correct deficiencies in carrying out work. In general, the purpose of teacher training is to increase the knowledge, skills and improve the attitudes of the trainees. Increased knowledge, skills and abilities that have been received by teachers in training affect teacher performance.

After attending the training, it is hoped that teachers will be more familiar with the world of work, be able to develop their personality, individual work performance, develop careers, their behavior will become effective and teachers will become more competent. Therefore the training given to teachers is prioritized for those who have worked for less than five years because basically teachers who have worked for less than five years still lack experience. The knowledge they get is still limited to the theory they get in education.

However, if the training is of a special theme, the teachers who will be sent to the training are adjusted to certain criteria. Basically, all teachers have the right to participate in training, but due to limited quotas and budgetary funds, teachers who will be sent for training must be selected selectively. So that the training can be used effectively for private elementary school teachers in Bogor Regency.

The training attended by the teacher has an effect on the teaching and learning process that occurs in the classroom. Because in the training process, teachers who take part in training gain new insights about the teaching and learning process. That way in conveying the teaching assignment material the teacher has refreshed, increased knowledge and skills and abilities. By increasing all of these things indirectly, the work performance of teachers is also increasing.

From the various opinions described above it is known that training is not a goal, but an attempt to improve the competence of teachers. Therefore, training should create an environment where teachers who take part in the training can acquire or learn specific attitudes, abilities, skills, knowledge and behaviors related to work, so as to encourage them to work better.

After attending teacher training in planning learning designs, they must always prioritize learning planning which later in the teaching and learning process will encourage active participation of students, promote learning processes that develop a culture of reading and writing in students, pay attention to the linkages and integration between one learning material with other learning materials and apply information and communication technology. By having made this learning design, it is hoped that teachers can provide feedback and follow-up to students.

In addition to making lesson plans, things that must be done by the teacher when managing classes in learning are that they must have an open attitude, an attitude of acceptance and respect, an attitude of empathy, a democratic attitude, directing students to group goals, producing between groups that students agree on, working on students, clarifying communication and show presence.

Based on this description it is known that after participating in the training the teacher's performance indirectly increased significantly. So that it can be said that the effectiveness of competency training in improving the quality of private elementary school teachers in Bogor Regency will be effective, if it can be seen from the timeliness of completing assignments and increasing the knowledge, skills and expertise possessed by teachers after attending the training. However, the effectiveness of the training itself cannot be said to be optimal due to the limited quota of participants and the budget available for sending teachers to attend training.

CONCLUSION

Training effectiveness is the end result of training conducted by companies/organizations for their employees with the aim of increasing knowledge, skills, and motivation so they can work better. Training effectiveness is thought to have an important role in improving teacher quality. In an organization, it is necessary to determine training needs with the aim of gathering as much relevant information as possible in order to find out and determine whether or not training is needed in the organization. The type of training and training needs are adjusted to the needs of teachers or are not related to the suitability of teachers, but are more related to future human resource needs. The effectiveness of training not only increases knowledge but also increases work skills and will ultimately affect productivity improvements. One way to improve teacher quality is to participate in an effective training program.

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