
TEACHER COMPETENCY DEVELOPMENT THROUGH ON-THE-JOB TRAINING: A CASE STUDY AT SDIT LAN TABUR PURWODADI

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ABSTRACT

On-the-job training is practical if it suits the needs of the teacher. However, there still needs to be more competence and training in schools. This study aims to analyze teacher competency development through on-the-job training. This research uses a qualitative approach in the form of a case study at SDIT Lan Tabur Purwodadi. The data collection method uses observation, interviews, and documentation. The subjects in this study were principals and teachers. Data analysis techniques with data collection, data reduction, data presentation, conclusion, and data verification. The results showed that through on-the-job training, teacher competence could develop well, teacher pedagogic competence develops in managing learning in the classroom, and teacher social competence is also well developed and can provide a foundation for social problems in schools. Teacher personality competence develops with on-the-job training, but it is different from the professional competence of teachers, which is less developed due to the lack of teachers conducting research and the use of technology, which still needs to be improved. This is because the facilities and infrastructure at SDIT Lan Tabur Purwodadi need to be improved. Through on-the-job training, teacher competence becomes very developed. The implications of this research are expected through on-the-job training to develop teacher competence and provide solutions to teacher competence problems in schools.

KEYWORDS *development; competence; competence*



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INTRODUCTION

Education is a necessary process that is very decisive for the development of individuals and society. The progress of a community can be seen in the development of education. With this, the role of the principal is needed (Moh. Rois, 2017). School principals are essential in supporting and providing guidance and influence to teachers through competency development (De Castro & Jimenez,

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2022). The headmaster has a role to support and provide guidance to teachers (Seidle et al., 2016). Teacher competence greatly determines the success of teachers in carrying out roles in the field of Education, teacher competence can be done by various paths following training, through ptofesi or following teaching or training experiences. If teacher competence is further developed, the quality of output is also getting better (Rahman, 2022).

Competency combines knowledge and skills necessary for everyone with a job. To build competence in education, it is necessary to have training (Afrizal et al., 2020). Training is a way to develop educational competencies, especially for teachers where diverse skills are needed and can solve problems logically (Claudio et al., 2022). Training is an effort to provide opportunities for members of the organization to gain skills, skills, and information related to work (Amin et al., 2013). The fundamental indicator of an efficient education system is that meeting the needs of qualified teachers depends on how successful the training is (Özbaş & Mukhatayeva, 2018). Helping future teachers to be able to effectively carry out activities in the educational environment (Grunis et al., 2021).

On-the-job training is one of the new methods related to supervision which can be a direct trainer who provides experience (Darmawan, 2017). Training applied in the workplace can increase the effectiveness of workers or teachers in schools (Ju & Li, 2019). Have a relationship with the organizational climate that can produce a mindset in building practical training (Zhang & McGuire, 2022). On-the-job training aims to equip teachers with special knowledge related to their duties and work abilities (Rifa'i, 2018). The structure of on-the-job training is a model applied in the workplace. The time used for training is carried out comprehensively, participants who take part in this training are active, and there is feedback from the training. Then, on-the-job training can provide experience in the workplace (Chen, 2018). Training with a good organization is at the core of effective human resource management, which can affect the performance of an organization (Nemec & Burak, 2019), provide learning and experience to interact (Soulé et al., 2021).

The low quality of teachers is characterized by a need for more training and planning lessons (Manurung, 2022). The lack of teacher training refers to the focus on practices supervised by school principals. In addition, standards must be set to monitor the IT competence of teachers, who must then be trained on an ongoing basis to keep updated on the use of technology (García et al., 2022). Teachers are still low in doing work, which needs to be developed regarding teacher professional competence (Murjani et al., 2023). If the teacher's skills are good, the student's learning outcomes will be maximized (Nuryanto & Ramadani, 2022). The stages in holding training are by identifying training needs, limiting goals and development, then planning training, then implementing on-the-job training and after the training is carried out the next step is evaluation and monitoring (Firdaus & Hasanah, 2017).

Based on initial observations at SDIT Lan Tabur Purwodadi, it was found that some teachers needed more mastery of learning in class, needed to utilize technology and communication science, and needed more mastery of the material. Within one year, the principal explained that seceralteachers resigned from the school and many teachers were not in accordance with their competencies. a case

like what happened at SDIT Lan Tabur Purwodadi, it is due to a lack of teacher competence, such as training or things that support teacher competency development. Previously, the principal had tried to provide instructions to teachers to increase the ability of teachers with various activities, but still did not increase the development of teacher competence. Previously, the principal had tried to provide instructions to teachers to increase the ability of teachers with various activities, but still did not increase the development of teacher competence. Based on this case, the principal held on-the-job training to develop teacher competence at SDIT Lan Tabur. To analyze the development of teacher competencies (pedagogic, social, personality, and professional) through on-the-job training so that it can be a solution to the case that occurred at SDIT Lan Tabur Purwodadi.

Previous research findings show competency development is one of them by conducting discussions, workshops, and training (Zebua et al., 2022). Another finding found that on-the-job training is the strategy for developing teacher competence (Sitorus et al., 2020). In comparison, another finding is that the current generation cannot be separated between education and training, which, if combined, can be experiential-based learning following one's work tension complex (Semete-Makokotlela et al., 2022). The study aims to analyze teacher competence development through on-the-job training; teacher competence consists of pedagogic, social, personality, and professional competencies at SDIT Lan Tabur Purwodadi.

RESEARCH METHOD

This research used a descriptive qualitative approach with case studies. Case studies are research related to research subjects that have characteristics in a subject that has problems. The subjects were individuals, groups, organizations, or institutions. The purpose of case study research was to provide a detailed picture related to the background, traits and characteristics of the ksus then from these distinctive traits to general (Nazir, 2014). This research was conducted at SDIT Lan Tabur Purwodadi. The subjects in this study were principals and teachers at SDIT Lan Tabur Purwodadi. Data collection techniques in this study were observation (passive participation), interviews (structured), and documentation. Data collection instruments were interview guides and documentation. The data analysis used, data collection, was a technique that has been carried out by combining various types of data. Data reduction meant summarizing, sorting out important things, and looking for themes and patterns. Furthermore, data presentation meant the stages of presenting data to collect information organized into summary form, and finally concluding and verifying data where the data is supported by valid data and cross-checking the correctness of the data and will find new findings. The data analysis used in this study used theory (Miles et al., 2014).

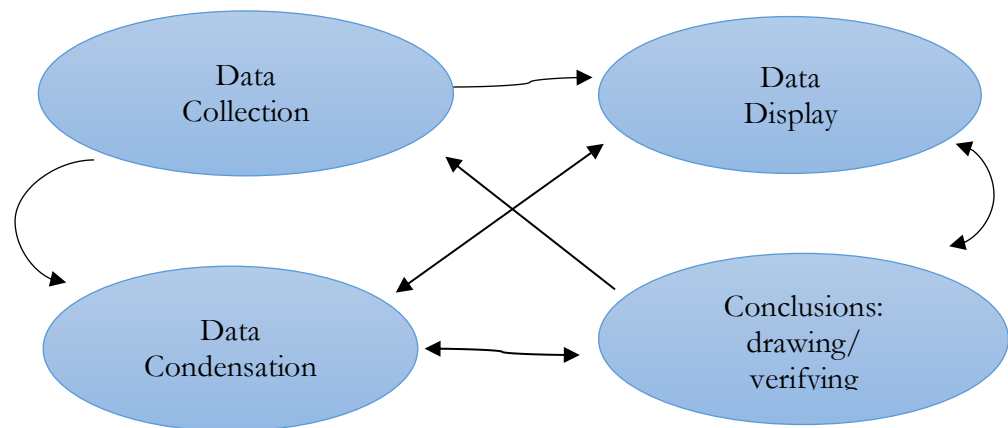


Figure 1. data analysis with theory Huberman dan Miles (2014)

RESULT AND DISCUSSION

Results

Based on the results of interviews conducted with principals and teachers at SDIT Lan Tabur Purwodadi, the development of teacher pedagogic competence can develop through on-the-job training. With on-the-job training, teachers better understand the characteristics of students in school and see student potential by taking a personal approach and analyzing student learning outcomes. On-the-job training can influence the implementation of learning in the classroom by building a fun, comfortable, and conducive learning atmosphere both in and outside the classroom. In addition, the mastery of information and communication technology for teachers has also slightly increased despite the limited facilities and infrastructure at SDIT Lan Tabur Purwodadi.

The social competence of teachers can develop with on-the-job training because one of the trainings is to overcome social problems in schools. Teachers participating in this on-the-job training provide a good foundation for schools to act on social problems. This can be seen from the changes in attitudes and ways of communicating with teachers at SDIT Lan Tabur Purwodadi. One of the materials on the job training is teachers' attitudes towards racial differences, family conditions, and economic status. After obtaining the material, the principal updated the SOP (Standard Operating Procedure) of the teacher/employee with the approval of the teacher and the Foundation to respect each other's differences in the school. The existence of on-the-job training can positively impact teachers and schools. Another thing that can be seen is good communication among professional teacher groups at SDIT Lan Tabur Purwodadi.

Competence in the teacher's personality is seen by respecting differences, displaying an honest, noble character, being authoritative, having high work autonomy, and upholding the teacher's code of ethics. Based on interviews conducted with principals and teachers at SDIT Lan Tabur Purwodadi, on-the-job training can develop good teacher personality competencies, respect for each other's

differences, and honesty. However, honest attitudes are not easy to see directly but can be seen when interacting with fellow teachers who tend to show more specific traits. The existence of on-the-job training also makes teachers behave to be loved by students and foster a love of learning at school. A high work ethic is also consistently applied to all teachers at SDIT Lan Tabur Purwodadi, so on-the-job training is held to make teachers aware and comply with the existing system in the school.

The professional competence of teachers after participating in on-the-job training has slightly increased. However, some factors still need to be improved, such as conducting classroom action research and developing creative learning, because only at certain times. However, teachers have slightly improved in developing information and communication technology but still need to change significantly. Based on these results, teacher competence can develop through on-the-job training because it can solve school problems and provide direct learning experiences and insight to teachers at SDIT Lan Tabur Purwodadi.

Discussion

Based on the findings conducted with interviews and documentation, competency development through on-the-job training is considered very influential for teachers to develop their competencies. Teachers must possess pedagogic, social, personality, and professional competencies (Fildzah, 2020). Law No 14 of 2005 about teachers and lecturers that teacher competencies include pedagogic competence, personality competence, social competence and professional competence that can be obtained through professional education. Teachers have four competencies, namely pedagogic competence, which is seen from the teacher's ability in the learning process in the classroom. How the teacher manages to learn, then social competence is the teacher's ability to interact with students, teachers, or members of the school environment. Personality competence is a competency that shows the teacher's personality, such as maturity, diversity, and wisdom. Finally, professional competence is the teacher's in-depth understanding of the material (Aprianti & Sahid, 2020). To be able to develop teacher competence, teacher understanding of educating students is needed. Teacher competence is difficult to develop, one of which is the lack of facilities and infrastructure, so it is important to develop competence. In the 21st century, teachers need to have superior competence and be able to develop information technology. Not only that, but it is able to form superior students by creating innovations (Somantri, 2021).

Pedagogic competence of teachers affects student learning outcomes in schools (Sudargini & Purwanto, 2020). The pedagogical competence of the teacher will develop if the teacher masters the science of technology (Suharyatia et al., 2019). Social competence is a competency that teachers must possess to be able to interact and communicate with students or the environment at school (Asriati et al., 2022). To develop social competence, training is necessary (Carstensen & Klusmann, 2021). Professional competence has yet to be entirely appropriately developed, such as conducting research or using technology, due to the limited facilities and infrastructure available at SDIT Lan Tabur Purwodadi. Technology

and communication science in education should be further improved (Harada et al., 2022).

However, on-the-job training motivates employees to increase their organizational capacity (Huy et al., 2021). The training has a good impact on encouraging teachers' teaching skills (Perines, 2020). The advantages of on-the-job training are that they can work while conducting training, obtaining special training according to their fields, teachers know the work situation faster, teacher skills can be developed quickly, have a direct impact because they are done directly, the material provided is in accordance with the work needs of teachers, this training can be done in the workplace, and the costs used in on-the-job training are relatively cheap and the provision of direction is very much considered by teacher (Ndruru, 2017). On-the-job training is carried out in schools to provide knowledge and experience and provide new skills to teachers; this training is to teach teachers to learn poorly understood things so far (Vasanthi & Rabiyyathul, 2019). On-the-job training can enable teachers to perform work under direct direction or supervision according to the methods used (Twyford et al., 2016).

The three key lessons learned from the project about the role of on the-job training in workforce development: (1) On the job training is well suited to customize training to the employer's specific needs, while creating career advancement opportunities for entry level workers. (2) On the job training programs must include clear employer incentives to consider low skilled candidates and hire newly trained workers in order to serve as an effective job placement strategy for low skilled, unemployed adult. (3) Creating on the job training initiatives helps workforce development programs strengthen existing partnerships with employers and build new employer relationships (Kobes, 2013).

Through on-the-job training, teachers can develop their competencies because on-the-job training can save costs, as well as there is supervision and clear objectives for this training. If on-the-job training aims to develop teacher competence, then the goal is to train teachers to develop their competencies (Vasanthi & Basariya, 2019). Through on-the-job training, it can develop teacher competencies and can also provide planning for schools to make changes and conduct follow-up assessments (Dixon, 2021). Hal ini sesuai dengan Tindakan kepala sekolah yang memperbaharui SOP disekolah setelah mengikuti pelatihan, yang mana perubahan tersebut untuk lebih memperhatikan perbedaan yang ada di sekolah.

The structure on the job (S-OJT) model employs one-on-one teaching and be applied in the workplace. Therefore, the time spend on training for work related items can be shortened, including the time spent on comprehensively presenting training content, employees actively responding to training content, and trainer feedback to employees. Overall, S-OJT can facilitate the training or work-related items, offer work experiences similar to those of the workplace, and replicate the skills required in the workplace (Chen, 2018).

Training that follows the needs of teachers can contribute to achieving competence (Zaragoza et al., 2021). The development of teacher competencies increases by attending training, the competencies that have developed, namely pedagogic competencies that can be applied in mastering the classroom effectively, understanding student characteristics, and understanding students' potential. Furthermore, professional competence makes teachers experts in their fields and can develop their competencies (Laili et al., 2022). Professional competence is growing, and teacher productivity will also develop (Asmarani et al., 2021).

Previous findings explain that on-the-job training can impact the development of teacher competencies, providing experience, and finding solutions to school problems. The findings in this study are that with on-the-job training, cases that occurred at SDIT Lan Tabur Purwodadi can be resolved even though the teacher's professional competence has yet to be maximized. Another finding is that on-the-job training can improve teacher performance and increase teacher motivation to continue learning and developing their competencies. However, this training has much influence on teachers. Training has short-term and long-term effects on one's work (Zhang et al., 2021). On-the-job training contributes to innovation in education (Na, 2021). On-the-job training can solve short-term and long-term problems and can develop teacher competence (Roshchin & Travkin, 2017). Through on-the-job training, teachers can develop their skills in making syllabi and lesson plans (Harisman, 2017). The role of teachers in positive work attitudes supports skills in education in the future (Peláez-Fernández et al., 2021). In the future, teachers must develop communication, pedagogic, and skills in mastering subjects (Shidiq et al., 2022).

CONCLUSION

Teacher competence through on-the-job training can develop well in terms of pedagogic, social, personality, and professional competencies. Although professional competence needs to be developed due to the facilities and infrastructure that still need to be improved at SDIT Lan Tabur Purwodadi, other competencies can develop well. Ultimately, the principal made a policy to update the school's SOP because he participated in on-the-job training, which explained that it was necessary to respect differences in race, culture, economy, etc. The existence of this training was held because of cases in schools related to lack of teacher competence, so the principal held on-the-job training. This training helps the benefits of on-the-job training teachers because it can provide new experience and insight. The limitation of this study is that it only analyzes teacher competency development through on-the-job training. Further research is expected to be able to dig deeper related to competency development through on-the-job training in other schools and add research subjects. The implication of this study is to provide solutions to school problems to develop teacher competence.

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