

In House Training Optimization: Efforts to Improve Teacher Quality

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Abstract—This study aims for the purpose of writing to find out and describe the optimization of in-house training as an effort to improve teacher competency in SMKN 2 Depok Sleman. This study uses a qualitative approach to the type of case study research. Data collection techniques used were interviews, observation, and documentation. The collected data were analyzed using interactive model data analysis, including data reduction, data presentation, and drawing conclusions. The results of the training show that the optimization of in-house training at SMKN 2 Depok Sleman focuses on management and supporting factors for training success. The management phase includes: 1) Stages of planning, an analysis of the needs of the teaching staff and education in the context of competence, and determining the implementation team. Training planning activities include planning the training schedule, the number of participants, determining the material, media, place, resource persons or presenters, planning the implementation activities, planning the training evaluation, and planning funds; 2) The training in SMKN 2 Depok refers to the planned arrangement of events, the initial activities are guided by the committee, while the core activities of the training are guided by the speakers, and closing activities, participants are given time to provide input related to further training; 3) evaluation usually focuses on the material, the implementation of the training, the participants who participated, the attitudes and skills of the trainers, the work of the organizers, and the facilities used. After that the training participants were also evaluated by looking at the physical evidence and reports from each participant. Supporting factors of the training program at SMKN 2 Depok Sleman are funding, participant motivation, trainer and timing of training.

Keywords—*training; teacher; in-house training; management; optimization*

I. INTRODUCTION

At present, several countries have entered the industrial era 5.0 amid the busyness of the Indonesian people who are just preparing to enter the industrial era 4.0. Unwittingly, the Indonesian nation was lagging behind several steps from other countries. The Central Statistics Agency (BPS) [1] recorded the number of open unemployment (TPT) per February 2019 decreased to 5.01 percent of the total labor force participation in Indonesia which increased 0.12 percent. From the level of education, the majority of TPT comes from Vocational High Schools (SMK) which is 8.63 percent. The percentage of unemployment data makes it clear that educational institutions

do not optimally produce quality students, so that the country is difficult to develop.

With the low quality of human resources, Indonesia certainly faces difficulties in facing very rapid industrial development. Human Resources (HR) in an organization is a major component for organizational sustainability [2]. Therefore, HR becomes the main key in the progress of the State. Indonesia must improve the quality of human resources through its education. The more quality the education, the more quality the graduates produced.

Improving the quality of education in a country begins with the equal distribution of teacher quality [3]. Similar to a country, quality education depends on its human resources. The teacher is one of the human resources who holds the key to the success of education. Research by Shahmohammadi [4] states that teachers are the most important factor in the education system. Further research by Mahmud [5] states that teachers as one of the agents of change are key elements in the education system, especially in schools. Both studies show that teachers have the most important position in the implementation of education. In other words, a curriculum that is designed as well as possible cannot be carried out properly if the teacher does not optimally implement it.

Given the condition of human resources, it is possible that the quality of teachers in Indonesia is still relatively low. This is also supported by several studies in Indonesia, Kristiantari [6] concluded that teachers still have difficulty in applying the 2013 curriculum despite having an understanding of the 2013 curriculum, Adrianingsih, Mahmudah, & Riyanto [7] in his journal also concluded that the obstacle faced in implementing the curriculum was the lack of understanding teacher regarding the preparation of learning tools based on the 2013 curriculum. Finally, Sennen [8] in his research stated that one of the main problems relating to teacher competency and professionalism in Indonesia is the low competence of teachers and the low ability of teachers to write and implement PTK.

Based on the pre-survey that has been done, Vocational High School (SMK) 2 Depok Sleman almost every year gets an award as the first winner of the best National Examination (UN) score for SMKs in DI Yogyakarta Province and nationally. Skills of SMKN 2 Depok students are no less flashy, where each approaching graduation students, many

industries hold employment, so that many graduates work in industries and have held high positions, and have their own businesses. From the interviews that have been conducted, this Vocational School does not seem to have any obstacles regarding teacher competence in dealing with the demands of the times.

One of the programs that is often held by SMK Sleman 2 Depok to respond to the demands of the education world is training held by the school itself to improve teacher professionalism. The type of training conducted by SMKN 2 Depok Sleman is in house training. In House training is training that is carried out in its own place, by optimizing the potentials that exist in schools [9]. More precisely, in-house training is conducted by the school itself and is designed by the school by adjusting its needs and resources. Therefore, researchers are interested in reviewing the training conducted at SMKN 2 Depok Sleman, with the formulation of the problem "How to optimize in-house training as an effort to improve teacher competence at SMKN 2 Depok Sleman" and the purpose of writing to find out and describe the optimization of in-house training as efforts to improve teacher competency in SMKN 2 Depok Sleman.

II. METHODS

This study uses a qualitative approach to the type of case study research. Research subjects were informants who provided data on research objects that were studied and observed, consisting of the Principal, Deputy Principal of Human Resources, Deputy Principal of Curriculum, and Teachers. The object of research is in house Training. The place of research is at SMK Negeri 2 Depok Sleman with its address at Mrican Village. When the research was conducted in August 2019. Data collection techniques used interviews, observation, and documentation. Data analysis techniques use interactive model data analysis according to Miles & Huberman, including data reduction, data presentation, and drawing conclusions [10].

III. RESULTS AND DISCUSSION

The results of the study are based on data obtained in the field, through interviews, observations, and documentation available at SMKN 2 Depok Sleman. Training has become a compulsory program that must be held and attended by teachers, even in one semester there are 5 trainings conducted with different objectives. In optimizing its training, the school is very concerned about the stages of its management and supporting factors for the success of the training.

The training program at SMKN 2 Depok Sleman is the responsibility of the Deputy Principal of Human Resources and its staff. The initial stage is an analysis of the needs of educators and education staff conducted by asking for input from the head of the study program, teachers, and education staff about the training needed in the future and the training that is still being carried out. In addition to capturing these inputs, the responsible party also considers the development of education. Both of these are the basis for determining the training program to be implemented. After the training

program is established, the objectives of the training are determined and training plans are carried out.

The training planning phase starts with determining the core team, namely the person in charge, the program coordinator, and the event coordinator. Training planning activities include:

- a) Planning the training schedule at SMKN 2 Depok Sleman by looking at the training program, adjusting to the free time of the participants if the training is conducted during working hours, usually most of the training is in the odd semester which is carried out for 3-5 days with a total of 35 to 45 class hours.
- b) Planning the number of trainees includes educators from the school itself and a maximum of 50 participants. The selection of participants is done by providing information to the head of the expertise program and the normative-adaptive teacher related to the training program being held. After that the participants were collected.
- c) Determination of training materials, media, and methods according to the training objectives and training participants. The teachers at SMKN 2 Depok Sleman are very enthusiastic if the training uses the endutainment method, and the practical method, then the method will be used in training.
- d) Determination of place is done by adjusting the number of participants, media, and methods to be used in the training. The place chosen is usually available with LCD and projector, not too big and comfortable.
- e) Planning for resource persons or training presenters at SMKN 2 Depok Sleman is done by adjusting to the training objectives, and looking at the competence of the speakers. For example, training programs for developing articulate storyline learning media, resource persons taken from the DIY Communication and Technology Center (Balai Tekkomdik) as a center that has the task of organizing the development, production and learning services of educational communication technology.
- f) Planning the implementation of training must also be done. The implementation of the training is closely related to the order of activities from the beginning to the closing activities. The stages in the implementation of the training begins with the manager breafing, attendance of participants, ice breaking, opening by the committee, remarks by the ministries and school principals, session material, core activities, and closing.
- g) Planning evaluation training at SMKN 2 Depok usually uses physical evidence and reports from each participant. Physical evidence in the form of results from the training. For example, an evaluation of training in making instructional media with articulate storylines with documentary evidence in the form of photos making learning media and used in teaching, and teachers must make reports of making and applying these media in teaching in class.
- h) Funding planning needed in the training includes the consumption of participants, committees and resource

persons during meetings, administration (modules, notebooks, pens), honorariums trainer. Funds approved will affect the implementation of the training.

The training plan is outlined in the form of proposals which are then submitted to schools at the beginning of new teachings to be included in the SMKN 2 Depok Sleman school program, so that they also receive input and support from the School Principal and Deputy Principal in the Curriculum, Infrastructure, Public Relations, and Quality Programs. After getting approval from various parties, the training can be carried out according to a predetermined schedule.

The implementation phase of training at SMKN 2 Depok is closely related to planning. However, the starting hours are carried out with discussions with the teachers if the training is done during working hours. Whereas the training that is conducted outside working hours usually starts at 8:00 AM to 4:00 PM in the afternoon. For example, the training schedule in the written working hours is 12.00 starting the training, it can be changed at 13.00 to adjust the schedule of participants, but the total hours still adjust to the specified plan. Before entering the training, the participant's briefing committee had to fill the front seat position, take the food and drinks that had been provided, take a bag filled with notebooks and pens and fill out attendance to the committee. Participants are welcome to eat and drink as provided by the committee. After all participants arrived, the guest speaker and invited guests were already present, then entered the initial activities. In the initial activity, the committee as the MC guided the opening prayer together, conveying the objectives of the training, singing the Indonesia Raya song which is the Indonesian national anthem. Singing the song was done in order to increase the sense of nationalism in the teacher, thereby increasing his motivation to educate the nation's children. The next activity, remarks by the principal as well as opening the event, the second remarks by representatives from the DIY Dikmen Center usually provide material and motivation to the training participants. The core activities that are the responsibility of the resource persons are fully assisted by coordinator who assists the resource persons. The coordinators are from the teachers of SMKN 2 Depok who have attended training outside of school.

The core activity was begun by the resource person who delivered training material for approximately 30 minutes. For example, training in making instructional media with an articulate storyline, the material delivered is an introduction to the articulate storyline program and its use. In delivering material using a power point slide, the speakers use the media provided, such as LCD Projectors. The contents of the material are fully submitted to the speakers by adjusting the training objectives. After giving the material, the next activity is a training activity led by the resource person. The methods used in the training at SMKN 2 Depok Sleman include lecture, practice, simulation, edutainment, and question and answer methods. However, the use of the method is adjusted to the training program carried out and the method that can most increase the effectiveness of the training. When entering the core activities of the training, the trainer guides the participants by approaching in their respective seats, so that the training activities can be understood to the fullest. For

example training in Making Learning Media with Articulate Storyline at SMKN 2 Depok Sleman, the implementation of training activities is carried out using LCD Projectors, trainers guide all participants in making media because participants were told to bring their laptops beforehand, teachers were also enthusiastic about asking questions, and trainers approached each -a teacher to ask the problem at hand. By ensuring that all trainees have followed the steps well, the trainer continues to the next stage, and so on until the final stage. Not only following the stages, but the teacher has prepared a lesson plan that will be included in the learning media, so that not only training but assisting in making learning media.

If the training is conducted for 5 days, then the training on the next day continues the training on the previous day. While the implementation time is in accordance with the mutual agreement if it is done in working hours. Because there are some teachers who have teaching hours during training. Teachers who have teaching hours, keep following to the training and adjust what has been taught, such as asking the next friend, and asking questions to the trainer accompanying for training that is not delivered. On the last day, the teachers were able to find out how to create learning media with an articulate storyline. At the end of each training, the trainer always gives participants the opportunity to ask questions.

On the final day of training is a training activity and the closing of the training event is guided by the MC committee. The closing of the training program by the Principal as well as providing motivation to teachers to be able to improve their competence well and always explore their potential to be able to teach fun to students. At the end of the event, the committee also appealed to the training participants to provide input on media training that could become the next program.

After the training was conducted, SMKN 2 Depok also conducted an evaluation to see the success rate of the training. The evaluation stage usually focuses on several objects, namely material, the implementation of the training, participants participating, the attitudes and skills of the trainer, the work of the organizer, and the facilities used. After that the training participants were also evaluated by looking at the physical evidence and reports from each participant. For example, evaluating the training in making learning media with an articulate storyline, the committee gives the project to the trainees at the end of the training to complete the learning media that has been created and uploaded on the website provided. In addition, the teacher must use learning media in class with photographic evidence and make reports related to the project being made. From the project, the person in charge of the training program at SMKN 2 Depok Sleman analyzed the number of teachers who were able to create learning media and use them in learning activities, by comparing them to the number of training participants. Based on this analysis it can be seen the level of success of the training conducted.

The three stages of management that have been described above are highly considered by the person in charge of the training program at SMKN 2 Depok Sleman, even all teaching and educational staff are involved in improving training management. Aside from aspects of the education management stage, optimization of in-house training

conducted at SMKN 2 Depok is by taking into account the supporting factors of the successful implementation of the training. The supporting factors of the training program at SMKN 2 Depok Sleman are 1) funds, budgeted adequacy will support the training success; 2) the motivation of the participants supports to increase the success of the training, if the participants do not have the motivation, then not many people are interested in participating in the training; 3) the trainers, the selection of trainers in accordance with the interests of the participants, where the most interested sources are those from outside the school; 4) choosing the right time, if the implementation time is done in working hours tends to be not optimal training because the teacher must divide the time by teaching or meeting. The supporting factors then become matters of concern by the person in charge of training at SMKN 2 Depok Sleman particularly in planning training.

The training programs that are often held by SMKN 2 Depok Sleman every semester can be said as a necessity for schools to improve teacher competency as a key holder of successful curriculum implementation. In the context of developing teacher competencies, the Chinese government made a new training policy, each teacher in primary and secondary schools must take no less than 360 hours of training classes every five years [11]. Research conducted by Halawi & Haydar [12] suggests that Lebanese companies always design training programs to make employees learn and acquire skills and abilities, even though they already have experienced employees. In addition, the results of a study by Stough, Montague, Landmark, & Williams-Diehm [13] stated 64% of 74.2% who received post-graduation class management training reported that they still needed further training in dealing with student behavior. From the two studies, then training becomes a program that is held every year and is always done continuously even though the competency of teachers owned by SMKN 2 Depok Sleman is quite good compared to other schools or even has received training.

Seeing the urgency of the training, the school seeks to optimize the implementation of training in SMKN 2 Depok Sleman. Optimization based on improving management stages and taking into account supporting factors is a good basis for optimizing implementation. As stated by Basri [14] that the development of human resources requires management. Arikunto [15] also emphasized that management is an important element in the form of management activities and collaborative efforts to achieve the stated goals. Thus, training management at SMKN 2 Depok Sleman can be said to be good so that it contributes to optimizing the implementation of training.

The initial step in planning training is the person responsible for analyzing the training needs of educators and education staff at SMKN 2 Depok Sleman. The needs analysis is done by asking for input from educators and education staff. This is because the training is carried out by the school independently and the participants come from the school, so the determination of the training program implemented must adjust the needs of the school itself. Agreeing with that, research by Norwani, Daud, Mansor, & Yusof [16] suggests that the implementation of training in positions must be adjusted to the needs of teachers. Kumar, Singh, & Kuar [17]

also revealed that the training cycle matches the needs of the organization.

Determination of training programs conducted with needs analysis can also help teachers in overcoming daily difficulties encountered during teaching. For example, teachers have difficulty in making learning media needed in teaching, then schools hold training in making instructional media, then training that is held directly can overcome the difficulties encountered by teachers at school. In line with that, Baharuddin & Kanada [18] stated that one of the tangible benefits of in-house training is to be a training that directly looks for solutions to problems faced by teachers in carrying out their daily tasks in school or class.

From the determined training program, objectives to be achieved in the implementation of the training are formulated. This goal will be the direction of the party responsible for planning the needs of the training, as well as being able to know what abilities must be provided in the training. The stages in training planning at SMKN 2 Depok Sleman include all the training needs starting from the determination of the core team, goals, schedule, number of participants, training venues, materials, methods used, media, resource persons, training activities, evaluations, and funds. Agree with Mudjiman [19] who said that training planning activities include: 1) Establishing training program staff and assistants; 2) Establish training objectives; 3) Establish training teaching materials; 4) Determine the methods to be used; 5) Establish training aids; 6) Establish training evaluation methods; 7) Determine the place and time of training; 8) Assign training instructors; 9) Develop an activity plan and training schedule, and calculate the budget needed.

Determination of the number of participants is one of the training planning activities at SMKN 2 Depok. Training that has a small number of participants will be more effective, because usually only one person is assisted by a coordinator from a school that has received training outside of school, with a greater number of participants little, the resource person can accompany each participant well from the time allocation determined by the school.

In optimizing training at SMKN 2 Depok Sleman, the resource person is one of the supporting factors in the success of the training. Therefore, the determination of the resource persons is of concern to the person in charge of the training. Selected speakers usually come from outside the school to attract teachers and have interesting communication in providing training. As contained in Semjonovs & Bogdanecs [20] research that ideal IHT instructors: 1) have knowledge about industry, and provide interesting content with a balance between theory and practice; 2) professionals; 3) have good communication skills and present information attractively; forming interactions with students, and triggering the exchange of information between instructors and students; From the results of the study, the ideal IHT resource persons are (1) who have knowledge about the field of training and provide interesting material by combining theory and practice, (3) have good communication skills and present information attractively; form interactions with participants, and trigger information exchange between instructors and participants.

Therefore, communication skills are not the only thing that is considered to be a resource, but also must have good competence about the training program that is held, as well as competence in providing training.

In the implementation of the training at SMKN 2 Depok Sleman, the trainer chooses the content according to the needs of the training participants and also use good training methods. Therefore, the trainers at SMKN 2 Depok Sleman have ideal characteristics, which present the content of the material as attractively as possible and use the most effective method to make it easier for trainees to understand the training given. The training that is carried out will have a high percentage of success, while success occurs when participants understand and experience increased competence. This is also consistent with research conducted by Febriyanti, Utami, & Hakam [21], data analysis shows that training materials, training methods, and trainers have a direct effect on employee competency. Mokhtar & Susilo [22] in their research also shows that training methods, training materials, and training instructors have a significant influence on workforce competence. So, the better the training instructor's ability to deliver the material, the employee competency will increase.

The success of the training can be seen by the evaluation activities carried out by the management of training at SMKN 2 Depok. Evaluation by the manager regarding the aspects that have been planned, the implementation of the training conducted and the results of the training. In line with this Hardjana [23] states that the material evaluated includes the entire training material, the training process from beginning to end, participant participation, the attitude and skills of the trainer, the work of the organizer, and the facilities used. If the six objects are evaluated, the results will be important points for the implementation of training in the future both, whether it complements the existing shortcomings, improve, or improve things that are good.

Evaluation of the training is also done verbally by asking participants about the inputs in the form of weaknesses and strengths of the training that has been done. These inputs are very helpful for a more effective implementation because these inputs will adjust to things that can increase the motivation of trainees, such as training methods, trainer characteristics, training materials, and place. From the input of the training participants, the manager then determines the material, sources, training methods, and the place to adjust to the wishes of the participants.

Evaluation of the training on aspects of achievement to see success is done with physical evidence in the form of a report on the results of the training, where the report will be collected by the manager. For example, training in making learning media with articulate storyline, then the physical evidence is the teacher can create learning media with articulate storyline and apply it in learning. The evaluation was believed by the manager of the SMKN 2 Depok Sleman training to be very effective in assessing the success of the training. Supporting this statement, Jannah [24], the implementation of the training program can be said to be successful if there is a transformation process within the trainees. This transformation

can be expressed directly from the increased ability to carry out tasks and behavioral changes reflected in attitudes, discipline, and work ethics.

Based on the description above, good management at SMKN 2 Depok makes training run optimally, so things that cause training ineffectiveness can be minimized. Eliyanto & Wibowo's [25] research results factors that cause ineffectiveness of training in improving teacher professionalism are the provision of inappropriate material so that there is no increase in knowledge and skills, training is not planned well, training components such as the presentation of theory, feedback, etc. well done, the use of training methods is not appropriate, and motivation in participating in training is low. So, from that in-house training conducted by SMKN 2 Depok Sleman is very important in increasing the professionalism of its teaching staff, so that every year training is always held.

Indirectly, optimization of in-house training is very influential on the quality of SMKN 2 Depok Sleman, because the best designed curriculum cannot be achieved if the teacher does not have sufficient potential. Ghafoor, Ahmed, & Aslam [26] in the study showed that training had a significant effect on organizational performance. Similarly, the results of research Yoshikawa, et al [27] who suggested that the professional development for preschool teachers in Chile carried out in improving the quality of learning in the classroom. More precisely, optimization of in-house training plays a role in a series of achievements generated by SMKN 2 Depok Sleman.

In-house training programs are the most effective for the long-term success of an organization's strategic goals [28] Thus, in-house training actually becomes an investment for SMKN 2 Depok Sleman and is the key to success in improving the quality of schools. More precisely, optimization of in-house training at SMKN 2 Depok must continue to be improved so that the competence of teachers is increased, so that they are able to face the challenges of the times to be able to produce quality human resources in accordance with the needs of the times.

IV. CONCLUSION

From the description above it can be concluded that the optimization of in-house training conducted by SMK 2 Depok Sleman is very influential in improving teacher competence for teaching. In optimizing their training, the school is very concerned about the stages of its management, as well as supporting factors for the success of the training. The management phase includes: Stages of planning, initially carried out by analyzing the needs of teaching and educational staff in the context of competence, and determining the implementation team. Training planning activities include planning the training schedule, the number of participants, determining the material, media, place, resource persons or presenters, planning the implementation activities, planning the training evaluation, and planning funds.

The implementation phase of the training at SMKN 2 Depok was originally referred to by the committee to arrange the training participants and prepare for the opening. The

event is guided by the committee by conveying the objectives of the training, singing the Indonesia Raya song, and remarks by the school principal as well as opening the event, usually there is a second greeting by representatives of the DIY Ministry of Education and at the same time motivating the trainees. The main activity is the provision of training material and begins by the resource person who delivers the training material for approximately 30 minutes, with the content of the material, methods and media fully managed by the resource person. During the core activities, the speakers and participants were enthusiastic in carrying out the training. The training was closed by the Principal as well as providing motivation to the teacher to actualize the results of the training. At the end of the event, the committee also appealed to the training participants to provide input on media training that could become the next program. The schedule for in-house training is carried out on an ongoing basis, and usually takes 3-5 days, while the time is to adjust the schedule of the training participants.

The evaluation stage usually focuses on the material, the implementation of the training, the participants who participated, the attitude and skills of the trainer, the work of the organizers, and the facilities used. After that the training participants were also evaluated by looking at the physical evidence and reports from each participant. From physical evidence and participant reports, the person in charge of the training program at SMKN 2 Depok Sleman analyzed the number of teachers who were able to create learning media and use them in learning activities, by comparing them to the number of training participants. Based on this analysis it can be seen the level of success of the training conducted.

The supporting factors of the training program at SMKN 2 Depok Sleman are 1) funds, budgeted adequacy will support the training success; 2) the motivations of the participants support to increase the success of the training; 3) the trainers, the selection of trainers according to the participants' interests 4) choosing the right training time.

Based on the conclusions in this study, there are suggestions as input to further optimize the implementation of in-house training at SMKN 2 Depok Sleman, namely:

- a) There needs to be very good planning a year before the training is held.
- b) The need for a needs analysis screening system for each teaching staff, for example by giving a piece of paper which becomes an obligation for trainees to fill in before the training ends.
- c) Considering that the number of educators in SMKN 2 Depok Sleman is very large, it is necessary to add speakers or resource persons in the training, especially training in practices, so that there are at least two external speakers.

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