

Education and Training Management in Increasing Teacher Performance

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Abstract—The purpose of this research is to find out: the formulation of the program, the implementation of the development program of Education and Training in Improving Teacher Performance, and the obstacles faced by the Department of Education and related division in carrying out Education and Training in Improving Teacher Performance. This research uses a descriptive method with a qualitative approach. Data collection techniques: observation, interview and documentation study. The subject of this study was the Education Office, instructors, and training participants. The results showed that: (1) The education and training program organized by the Tapaktuan District Education Office in the form of education and training such as Curriculum 13 training and Teacher Professional Education and Training held for Tapaktuan Elementary School teachers in particular, and the type of training provided has proven to be effective and efficient in improving the performance of teachers in Tapaktuan Primary Schools. (2) Implementation of The development of education and training in improving teacher performance is carried out by the Tapaktuan Education Office by inviting Elementary School teachers to attend Curriculum 13 and Teacher Professional Education and Training training through the Education Office's decision letter which is conveyed to the school principal, then the school principal chooses the teachers to be included to attend the training and training is usually done every six months depending on the needs of the educational situation. By way of implementation it is proven that, this program is very effective and efficient in helping teachers to improve their performance as professionals. (3) Problems faced in the implementation of education and training to improve teacher performance found that there were still many teachers who needed training in Curriculum 13, Teacher Professional Education and Training in depth. Training on the use of technology is also one of the suggestions that must be improved in dealing with learning in the 21st century, and infrastructure must be optimized, so that programs that have been prepared to improve teacher performance can be carried out effectively and efficiently at the South Aceh District Education Office.

Keywords—*teacher education, training and performance management*

I. INTRODUCTION

Indonesia's national education aims to develop the potential of students to become human beings who have faith and devote

to God Almighty, have noble, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens as state [1]. In order to achieve this goal, an Indonesian national education system was formed which was implemented to the cultural roots and philosophy of the nation by orienting on global competition in the progress of world civilization through the management of national education.

National education management arranges every component of its education system, namely educators and educators, curriculum students and infrastructure facilities, systematically in order to produce educational output in accordance with these objectives. To implement management education in which there are 6 components that are very important to be implemented in order to achieve quality, effective and efficient education, Hamalik states [2]: "The elements of management consist of; Man, Money, Method, Machines, and Market, abbreviated as 6M". Of these 6 components, it is explained by management functions in their implementation in the workforce.

To improve the quality of education as expected, it is not as easy as turning the palm of the hand but education management is needed that must be really considered, in the implementation of the education department is not able to work alone but requires competent parties in it such as the principal also plays an important role in it. The principal is the leader or top manager in his school. He is the driving force of all available resources in schools, both teacher resources, administrative staff and students. Thus, the teacher, the principal must be able to influence, encourage, direct the teacher so that they carry out their duties optimally.

Thus, the expected role of the principal is the effectiveness or management of the principal in moving the teachers to apply what they have learned. Buchari states that the activities or management of leaders in arousing teacher work motivation as subordinates include [3]: attention to subordinates, participation, communication in all directions, recognition, delegation and creating a climate of competition. Aceng states that [4]. In general, the change management process includes activities: designing changes, implementing changes, and managing changes. What is the process of change

that is developed on the success of the change itself. From these considerations, change planning is also very necessary to change the teacher for better performance in educating students.

Curriculum 13 is one of the many trainings that can improve teacher performance, so that teachers can carry out their duties optimally. Haslim, et al. [5] states, "The results of the research prove that in the implementation of the 2013 Curriculum in Lhokseumawe 5 Public High School, most of the teachers have been able to formulate learning planning activities and a small portion have not". From the results of the above research it can be explained that by giving Curriculum 13 training to teachers, the teacher is able to do very sacred things in their task of educating, namely formulating and planning. These two points are abilities that must be possessed by a teacher, especially as an educator.

Such as formulating the objectives of the subjects to be taught, determining core competencies, basic competencies, indicators, teaching material in the subjects and sub-subjects, teaching and learning strategies, learning media, learning activities, evaluation techniques, time allocation, and learning resources. One of the stages in the learning design process is to formulate and write learning objectives. The objective is very essential because of its large meaning, both in terms of planning, the purpose of providing instructions for selecting the content of the eyes of the subjects, arranging the order of topics allocating time, instructions in choosing learning media and learning processes, as well as, providing a standard (standard) for measuring student achievement [2].

In planning learning there should be parts of the planning so that planning can run optimally, but the reality in the field there are parts that are used or discarded so that it makes it difficult to measure the success of the success, such as in Vocational high School Binawiyata Sragen, in making the lesson plan that should have learning objectives but only some of the chapters that contain learning objectives and even then do not fit the correct formulation and partly there is no learning objective.

Learning objectives are an important part of a learning plan, many benefits are obtained when the learning objectives are listed and learning objectives are also very helpful in the process of measuring and evaluating learning outcomes. Considering the importance of learning objectives, we raise this as a discussion.

II. RESEACRH METHODS

The approach used in this research is a qualitative approach using descriptive. Julifan states that [6]; "Qualitative research is scientific research by relying on truth on the side of the criteria of empirical science that seeks to explore, describe, explain, and predict events in social settings". Descriptive research methods in research methods that aim to describe the condition of the research field at the present time or when the research is carried out. The data collected is analyzed qualitatively to get the meaning of the phenomena that have been observed.

Sugiyono said that [7]; "Descriptive research is research that is describing a phenomenon, event, symptom, both using quantitative and qualitative data".

All objective of quality is to achieve an understanding of how people feel in their life processes, give meaning, and describe how people interpret their experiences. Data collection can be done in a variety of settings, various sources, and various ways. When viewed from its setting, data can be collected in natural settings, Data collection techniques by means of observation or preliminary research in the field to ensure this research in accordance with what is desired by researchers, interview guidelines, questionnaires as additional tools, study documentation. Data and information that have been obtained by subsequent researchers, analyzed and interpreted from the beginning of the study to the end of the research by referring to the theoretical basis relating to the problem under study.

Sugiyono states [7], "Organizing and preparing data to be analyzed (organizing and preparing data for analysis), read and see all data (read or look at all the data), make all data coding (star coding all of the data), using coding as material to create a description (used coding process to generate a description), linking themes (interrelating themes), giving interpretations and meanings of themes (interpreting the meaning of themes) ". Steps of qualitative data analysis show in figure 1.

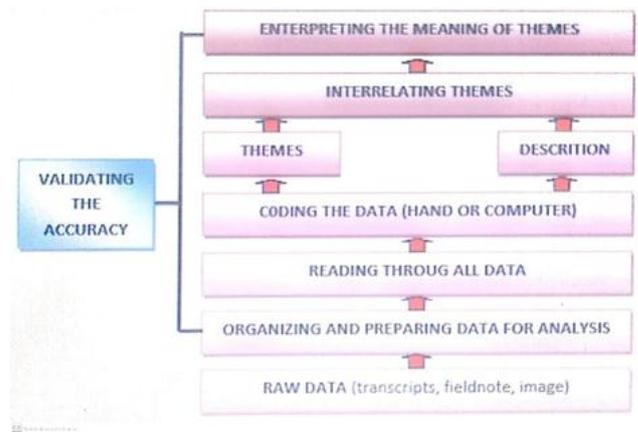


Fig. 1. Steps of qualitative data analysis, according to Sugiyono [7].

III. RESULTS AND DISCUSSION

A. Education and Training Program

The results showed that the education service program using the education management approach through Curriculum 13 training to improve teacher performance was formulated in accordance with priorities or needed by the world of education and related to compensate for the development of the times through education, training provided to teachers as training participants included the formulation and preparation of annual programs and semesters programs and have not been well documented and neat. The planned program is to provide guidance to teachers on a regular basis in the form of coaching

about understanding K13, including covering the preparation of Learning Plans (RPP), implementing learning, implementing Subject Teacher Discussion in schools and procuring teaching aids or learning media, and most importantly guiding teachers to be able using technology as a tool at work.

Hidayat said that [5]; How to improve employee performance can be through the implementation of education and training for employees concerned. Because the education and training carried out will provide additional employee knowledge about the tasks and give employees the skills in carrying out their duties in the organization where the employee serves or works. So, education and training are the whole process and method of teaching and learning in order to transfer knowledge to improve the skills and work abilities of a person or group of people according to their field of work.

Julifan states [6], "There is a change in the behavior of training participants in doing work that has a significant effect on improving performance in their respective work units". Rusdin states [8], "From the results of the study indicate that the development of teacher competencies that have been carried out through education and training in Junior high school state 02 Ligang Bigung Kutai Barat accumulatively able to add to the skills and expertise of teachers according to their task area". From the results of the research above shows that the training program that is followed by the teacher runs effectively and efficiently.

The purpose of the training according to Kusumah [9] is to improve employee knowledge, skills and attitudes as well as improve the quality and productivity of the organization as a whole, in other words the aim of the training is to improve performance and in turn increase competitiveness. From these statements, the training conducted by the service to teachers is expected to be able to improve the quality and productivity of teachers as educators.

B. Implementation of Education and Training

Based on the results of the study it can be concluded that the implementation of management / programs to improve teacher performance begins with organizing the needs and shortcomings faced by teachers. In the implementation of educational management activities, it is not only the mentor or instructor, but the most important thing is the head of the school to try to create what habits that have been obtained while attending training. The development of school habits is directed towards measurable goals to facilitate the achievement of improving teacher performance. According Wahyudi [10]: "Efforts to find the best way to achieve increasingly high quality, relevant, effective and efficient education goals require a decentralized approach to education management that delegates greater decision making at lower management levels, namely schools or madrasahs". The statement states that decision making in education greatly determines the direction of success and success of education, and it is not only sufficient in terms of providing reward and punishment systems to teachers who have both accomplished and not yet achieved.

Hidayat states that [5]; "Competency-based training (CBT) is one of the approaches in developing HR that focuses on the outcome (outcome)". Education and Training that must be implemented are Competency Based which is an education and training process designed to develop specific abilities and skills, to achieve work outcomes based on predetermined performance targets. Therefore, Competency Based Education and Training is very flexible in the process of opportunity to gain competence in various ways.

Mujizatullah and Mustolehudin stated [11], "The implementation of education and training of madrasa teachers in Gorontalo City has an influence on teacher performance. The influence is that teachers have an increase in pedagogical competence, personal competence, professional competence, and social competence after attending education. Yuniarti and Lingga stated [12], "The implementation of training and development activities at Vocational high School state 1 Muntok, is based on the rules and regulations that apply thoroughly at SMK Negeri 1 Muntok, which adjusts to the needs and criteria of each department, to the plans and implementation of training and development activities with the aim to improve the ability and expertise and performance of teachers in conducting teaching and learning".

From the results of the research above shows that the training or training was held by focusing on increasing human resources (HR) for training participants, focusing on the urgent needs that must be had by teachers in dealing with problems faced by teachers at this time, and that training focuses on achieving rather than the educational goals that are proclaimed by the Indonesian Ministry of Education and Culture.

C. Barrier to Implementation of Education

Based on the results of the study it can be concluded that the obstacles faced by the education department, the principal in improving teacher performance is that teachers are still lacking in technology, there are still teachers who lack mastery of subject matter, and teachers are still lacking in applying learning methods in accordance with K13 and the material each.

After the teacher participates in the training, certainly not all teachers are able to improve their abilities due to several reasons. Julifan states that [6]; "Training participants' evaluation results cannot show the difference in position in each subject and all training subjects achieved by comparing with the final test results. From the results of the participants' evaluation it was also found that there were some participants who did not achieve the expected competency target from the level of training that was followed ". From the results of the evaluation it can be concluded that the training is not enough to be given only to the extent of the implementation, but must be constantly on hand and this is expected to be assisted by the school head later.

Mujizatullah and Mustolehudin stated [11], "Manado Religious Training Center should increase the quota of training participants so that most subject teachers can be accommodated

in their respective regions and the recruitment of widyaiswara should come from an educational background according to professional competence. In addition, it is emphasized that all lecturers mastering varied learning methods are not limited to dominant lecture method. But it is more varied and innovative in providing training materials ". From the statement above, it becomes a very serious concern, of course, especially for those who hold training so that the background of the teacher becomes a serious focus and this sometimes lags behind us, which has an impact on training participants' knowledge after they have attended the training.

IV. CONCLUSION

The result of the study indicates that the education service program using the management education approach through curriculum 13 training to improve teacher performance is formulated according to priorities or needed by the world of education and is related to compensating for the development of times through education management.

The implementation of education management to improve teacher performance begins with organizing which must first be done.

Efforts are being made to overcome obstacles that occur with coaching and motivation, sending teachers to attend trainings, providing the learning media needed and reviving the Subject Teacher Discussion program.

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