



# Model In House Training (IHT) for Social Teacher Competency Development at Junior High School

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**Abstract.** Teacher is the most important component in education. So that, to achieve a purpose in education, teacher must have one of the requirements of education, that is about competency. The standards of competency as a requirements in education are pedagogy competence, professional competence, personal competence, and social competence. The objectives of the research are (1) to analyze the development of social competence of teachers at junior high school; (2) analyze the obstacles faced in the development of social competence of employees; (3) analyzing the efforts that have been made in developing the social competence of teachers (4) Formulating In House Training (IHT) as a model in developing social competence of teachers. Based on the problems, the researchers used a qualitative approach with case study research methods to obtain data by leading to the objectives and benefits of the research. Data collection techniques in qualitative research consist of: (1) open-ended interviews; (2) direct observation; dan (3) written document. The results of the research on the social competence of teachers with the In House Training (IHT) method have not yet reached the expected target, so the researcher proposes an In House Training (IHT) model that is different from In House Training (IHT) so far. In House Training (IHT) model planning can be used as a model for developing teacher social competence at Junior High School by carrying out the following stages: Conducting Training Need Analysis (TNA), Planning In House Training (IHT), Implementation, Evaluation, The role of the principal in making decisions from the results of the evaluation.

**Keywords:** Social Competence · In House Training (IHT) · Teacher

## 1 Introduction

The realization of quality education requires continuous and serious efforts from the Government. However, in realizing the ideals of quality education is not easy because many factors affect the quality of education in a country, namely the factors of facilities, infrastructure, educational environment, curriculum, teachers and students. However, one very important factor is the teacher element because the teacher is the person who

plays a role and is the person who is directly at the forefront of creating quality human resources. Law Number 14 of 2005 concerning Teachers and Lecturers, Article 1 paragraph (1) explains that teachers are educators who have the main task of educating, teaching, training, and directing students to have readiness in facing global competition. Article 10 paragraph (1) of the Law on Teachers and Lecturers states that professional teachers are teachers who have four competencies that must be possessed, namely: (1) pedagogic competence; (2) personality competence; (3) social competence; and (4) professional competence [1].

To determine the social competence of teachers, the researchers conducted a pre-research by spreading the lift. The results of the questionnaire show that the percentage of teachers' social competence is still low compared to pedagogic competence, personality competence and professional competence. So far, the development of social competence through In House Training (IHT) activities, but researchers found several problems in the implementation of In House Training (IHT), including: (1) The implementation of In House Training (IHT) activities is not specifically aimed at developing teacher social competence in junior high school Bandung. There is still an assumption that social competence is not important compared to the other three competencies. (2) In designing In House Training (IHT) activities, it is not done through need analysis (NA), so that the implementation is not in accordance with the material needs needed by the teacher. (3) The results of the evaluation of the In House Training (IHT) activities do not become a reference for improving the implementation of the next In House Training (IHT) activities.

For example, the problem of facilities and infrastructure in the implementation of IHT in 2020. The evaluation results show that there are problems in terms of the internet network, besides that the In House Training (IHT) material is not in accordance with the needs of teachers. But then the problem of the internet network and materials occurred again in the implementation of IHT in 2021. In addition, there was no role for the Principal in evaluating the implementation of In House Training (IHT) so that there was no improvement in the implementation of In House Training (IHT) for the next.

With the shortcomings in the implementation of In House Training (IHT) activities so far, the researchers proposed the design of the In House Training (IHT) model for the social development of junior high school teachers in Bandung.

While the reference concept as the basis for thinking about social competence uses the theory from Mulyasa [2]. Social competence is the ability of teachers as part of the community who at least have the competence to:

- Communicate orally, in writing, and sign.
- Using communication and information technology functionally.
- Associating effectively with students, fellow educators, education staff, and parents/guardians of students.
- Associating politely with the surrounding community.

While the concept of In House Training (IHT) uses the theory of Basri and Rusdiana [3] suggests that In House Training (IHT) is: A training program that is held at the place of training participants or at school by optimizing the potential that exists in the school, using the work equipment of the trainees with relevant material and the problems being faced.

Meanwhile, according to Danim [4] that In House Training (IHT) is: Training that is carried out internally by a working group of teachers, schools or other places designated as the implementation of training carried out based on the idea that some abilities in improving teacher competencies and careers does not have to be done externally, but can be done internally by other teachers.

## 2 Method

In solving problems in the implementation of In House Training (IHT), researchers used qualitative methods to obtain data by leading to the objectives and benefits of the research. While the data techniques researchers conducted: (1) open-ended interviews (open-ended interviews); (2) direct observation (direct observation); and (3) written documents. Meanwhile, in the data processing and analysis procedure, the researcher carried out three activities that occurred simultaneously, namely: data reduction, data presentation, conclusion drawing/verification. And to check the validity of the data is through triangulation and member checking.

## 3 Research Finding and Discussion

From the results of the study, there are several findings about barriers in the development of social competence. Barriers to school management include:

- Limited time to disseminate social competence from the school management due to the density of teaching and learning activities (KBM).
- Limited budget for the development of social competence so that the development of social competence is not developed specifically.
- There is no work unit that is responsible for the development of social competence.
- Lack of understanding of the staffing unit on the development of social competence.
- Inadequate facilities and infrastructure to support the development of teacher social competence.

Problems also arise from individual teachers, including:

- The teaching schedule is very tight so that teachers focus more on preparing teaching materials for teaching and learning activities (KBM).
- Lack of understanding about the importance of developing social competence.
- Less active in seeking information on ways to develop social competence.
- Lack of motivation and interest to develop social competence.

To minimize obstacles in the development of social competence, the school makes efforts to develop teacher social competence, including:

- The school management makes a schedule for activities to socialize social competence.
- The school management includes the social competence development program into the School Budget Activity Plan (RKAS).
- The school management appoints a staffing unit that handles the development of social competence.

- The school management provides direction to the staffing unit about the importance of developing social competence.
- The school management adds facilities and infrastructure to support the development of social competence into the School Budget Activity Plan (RKAS).
- Involve teachers in the Subject Teacher Deliberation (MGMP) activities.
- Conducting coaching by the principal by calling the teacher concerned to the principal's room. Where the principal asks why the teacher in question rarely participates in activities, so the principal will know the reason why the teacher rarely participates in activities held by the school.
- Held regular recitations once a month to increase faith and piety and learn how to get along well and correctly according to Islam according to the Sunnah of the Prophet. Sharpen the social spirit to help others in need.
- Visiting colleagues or students who are sick or affected by a disaster and the school coordinates the assistance to be provided.
- Hold a Friday blessing program, where teachers and administrative staff set aside a portion of their fortune, where the money can be used to help people in need.
- Conducting social services in the neighborhood of the school's neighborhood, for example by providing basic necessities to students or the surrounding community who are underprivileged.
- Slaughtering of sacrificial animals. Where the qurban meat is distributed to the community around the school.
- Create a forum for gatherings for retired school residents, so that they can still stay in touch, help each other and keep each other together.

Based on the results of research in the field and existing data, the researchers offer solutions to schools for the development of social competence of teachers at in junior high school. The social competence development model that researchers offer is In House Training (IHT).

To achieve the desired goal, based on the research findings, the researchers identified problems in developing social competence for teachers at in junior high school. Based on the description, it can be presented in the form of a schema as follows:

Based on the Fig. 1, it can be described as follows:

- Training participants are Educators (Teachers)
- Hard skills and soft skills training materials
- In House Training (IHT) training techniques

Meanwhile, the proposed In House Training (IHT) model for the development of teacher social competence is as follows (Fig. 2):

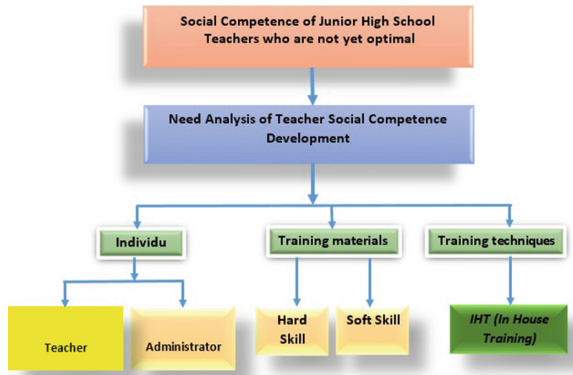


Fig. 1. Identify problems in developing social competence for teachers in junior high schools.

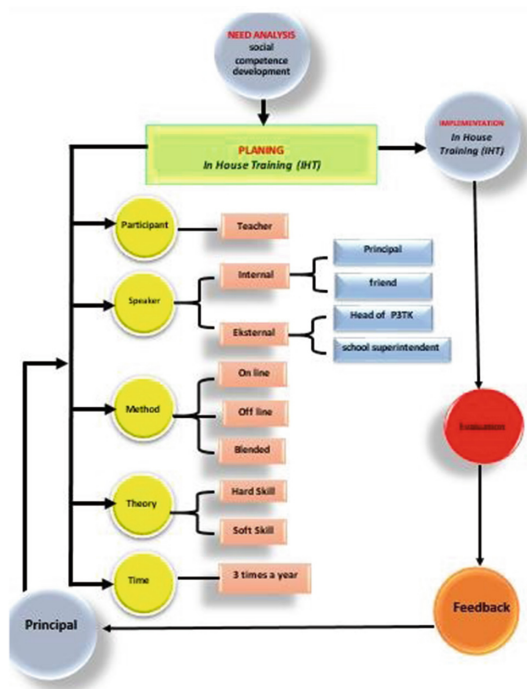


Fig. 2. In House Training (IHT) model.

## 4 Conclusion and Recommendation

### 4.1 Conclusion

- The social competence of teachers at Junior High School still has to be developed.
- There are still problem phenomena including:

There are still some teachers who are still indifferent to the work environment, to colleagues and during teaching and learning activities (KBM). There are still teachers who rarely come together with colleagues in the teacher's room to just chat about problems that occur during teaching and learning activities or problems with their respective family conditions. There are still some teachers who do not play an active role in the activities carried out by the school. There are still teachers who only teach in class, do not pay attention to the condition of students so that students do not feel close to the teacher. There are still teachers who do not master information technology (IT), do not master the use of communication tools.

Another problem appears in terms of how to get along with students, fellow educators, education staff, parents / guardians of students that have not run optimally. There are still teachers who are not able to communicate with colleagues, There are still teachers who do not care about the community around the school. There are still teachers who feel that social competence is not important so that the teacher is more concerned with developing pedagogic competence, professional competence, and personality competence.

- What are the factors that hinder the development of social competence of teachers at Junior High School, namely the limited school budget for the development of social competence and the limited time to socialize social competence and there is no unit responsible for the development of social competence as well as facilities and infrastructure less supportive. From the individual teacher side, there is a very dense teaching schedule, less active in seeking information and a lack of motivation and interest in developing social competence.
- Efforts in developing the social competence of teachers at Junior High School include: making a schedule, incorporating social competence development programs into the School Budget Activity Plan (RKAS), appointing a staffing unit that handles social development and adding supporting infrastructure.
- Proposed In House Training (IHT) model planning can be used as a model for developing teacher social competence at Junior High School by carrying out the following stages: Conducting Training Need Analysis (TNA), Planning In House Training (IHT), Implementation, Evaluation, The role of the principal in making decisions from the results of the evaluation.

## 4.2 Recommendation

Based on the conclusions and data found in the study. Furthermore, the following suggestions are put forward:

- For Institutions

Scheduling training activities for the development of teacher social competence through In House Training (IHT) in accordance with the proposed model of teacher social competence development and in accordance with the stages of In House Training (IHT) implementation.

- For Teachers

For teachers to communicate effectively with students should involve interaction in the learning process. Then provide approaches and assistance in learning, so that

children are motivated in learning activities to the maximum and have a close relationship between teachers and students so that children do not have any doubts about expressing their learning difficulties.

Teachers are more active in every activity held by the school, their empathy is developed, their friendship is improved and they are more concerned with the surrounding environment and establish relationships with other schools.

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