

IMPLEMENTATION OF TRAINING IN IMPROVING TEACHER PERFORMANCE

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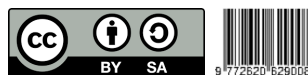
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Abstract

Education is an effort to develop self-potential through learning activities in order to gain knowledge. All humans need education, because every human being must have hidden potential in each of them and that potential can emerge because it is honed through an education, especially formal education, namely school. Through education, humans also get the values of attitudes, religious norms and grow the skills that exist in themselves. Herein lies the importance of education as an effort to create quality human resources. The implementation of the training has been carried out well by the head of the madrasa and the teacher council and has been able to provide additional insight into teacher competence, although it needs to be continuously improved so that it can have an impact on increasing student learning achievement.

Keywords: *Training, improving teacher, learning achievement, attitudes, education.*

INTRODUCTION

As educational institutions that must maintain two qualities, namely the quality of the religious field and must be parallel to public schools, madrasas are currently working hard to fulfill all of them. The fact is that this hard work has not been fully achieved until now, even in order to maintain both, sometimes the quality of madrasa graduates is lower than public schools. It means less religion, less general. This condition is in addition to being influenced by madrasas which are located at the two poles, as well as external positions that have not optimally supported madrasas, such as inadequate funding, lack of qualified teachers and education personnel, lack of administrative staff, lack of educational planners who have the ability and other.

The teacher is an important element in the overall education system. Therefore, the role and position of the teacher in order to improve the quality and quality of students must be taken seriously. For this reason, teachers must always improve their competence.

In the learning process, the teacher has a very important function. Professional teachers are required to be able to convey subject matter properly, effectively and efficiently so that students as students

can understand and understand what is conveyed by the teacher in the learning process in a passionate and fun class, besides that teachers are also expected to be disciplined in carrying out their duties as educators.

According to Law No. 14 of 2005 concerning teachers and lecturers which explains about teachers, teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students at all levels of education from early childhood, Primary and secondary education.

According to Sardiman (2006: 34) 'teachers are one of the human components in the teaching and learning process who play a role in efforts to form human resources who have potential in the field of development'. It can be concluded that teachers are all people who have special skills in educating, teaching, guiding, directing, training, assessing and evaluating students and having professional positions where he has authority and responsibility towards students.

One of the efforts to encourage and improve the ability of teachers in carrying out their professional duties. According to Danim (2002:168), one of the characteristics of the education crisis in Indonesia is that teachers have not been able to show adequate work performance. This shows that teacher performance has not been fully supported by an adequate degree of mastery of competence, therefore a comprehensive effort is needed to improve teacher competence. and how are efforts to improve teacher competence. Many efforts can be made to improve teacher performance, including by involving teachers in the education and training program and creating a conducive work climate in the school environment, so that by having better insight and being supported by a supportive work environment or climate, teacher performance is expected to improve. doing their job will get better too.

In their role as teachers and educators, teachers must always improve their scientific knowledge. This can be done by participating in training, especially teacher leadership, both in the classroom and outside the classroom. Sikula (Sumantri, (2000:2) defines training as: "a short-term educational process that uses systematic and organized methods and procedures. The trainees will learn knowledge and skills that are practical for a particular purpose". having high performance is very necessary in the current era of globalization, so as to be able to compete at the international level. Organizations today are aware that productivity and quality human resources are the main assets to achieve goals. Therefore, the management of human resource management must be optimized. It needs to be realized together that in order to develop human resources for educators, every organization has limitations. Therefore, it is necessary to involve other parties in the process of developing human resources. It is through this method that training is needed.

This is in line with Hasibuan's opinion (2001:70), namely: with the development of human resources, it is hoped that work productivity will increase, the quality and quantity of work will be better, because the technical skills and managerial skills of educators are getting better. Nasution (1982:71) asserts, 'training is a teaching and learning process by using certain techniques and methods, in order to improve one's skills and work abilities. Where the purpose of training is to increase productivity.

Performance is an activity carried out to carry out, complete tasks and authorities and responsibilities in accordance with the expectations and goals that have been set. One of the factors

that influence teacher performance is the guidance of the principal. Teacher performance is one of the facts that determine the success of any educational effort.

Performance is a combination of three factors consisting of knowledge, especially those related to work that is the responsibility of working, experience, not only means the amount of time or length of work, but also with regard to the substance being worked on, personality in the form of conditions in a person facing field of work, such as interests, talents, work motivation, and work discipline.

METHOD

In this study the author will use a qualitative approach with a case study method, because the problems discussed are currently happening (actual). The data obtained will be processed according to the demands of the qualitative descriptive method, which begins with data collection and drawing conclusions so as to provide a clear picture of training management in improving teacher performance. Description analysis is research that seeks to describe and explain what it is about a variable, symptom or situation (Arikunto, 2010:310) descriptive research is a non-hypothetical research that tries to provide an in-depth interpretation of field findings based on actual social facts.

RESULT AND DISCUSSION

1. Training Problems in Improving Teacher Performance In improving MAN Teacher Performance

The madrasah found problems with training management in improving teacher performance at MAN, the obstacle that madrasahs could encounter was the mindset of teachers who were accustomed to old patterns and did not want to keep up with the times, especially in the IT field. Barriers to teachers who don't want to change their mindset have an impact on stagnant teaching competencies in the classroom, because they are left behind with the times, namely regarding IT.

The problems and obstacles that exist in the training and education of teachers that madrasahs see now are on average using IT, but for senior teachers it is difficult for IT, so the problem lies in the ability of teachers to have less control over IT now. Sometimes there are also teachers who do not match the basics, do not carry out the training that has been carried out, for example PAI teachers teach mathematics, in the end it is not optimal. There are still madrasahs like that, unlike in public schools they don't give room for teachers who don't fit the basics. Training that is only certificate-oriented is also a problem because the teacher does not focus on training and becomes an obstacle. Teachers who are not motivated may be due to factors approaching retirement, there is such a phenomenon, let alone for training, teaching has decreased, the madrasah has given a positive view at the end of the position.

The existing teacher barriers have an impact on not increasing teacher performance because it is eroded by the progress of the times. Teachers are becoming insensitive to current technological developments which can actually make it easier for teachers in the learning process in the classroom and improve teacher performance, because everything can be effective and efficient.

2. Efforts to Overcome Training Problems in Improving Teacher Performance In improving MAN Teacher Performance

Efforts to overcome training management problems in improving teacher performance at MAN, the solution that madrasas can do to existing obstacles and problems is to provide motivation and guidance so that teachers are interested in participating in training, because this is related to the times so teachers must be able to adapt, willing to learn , and the most important thing is to change the mindset.

The solution to these existing problems is the responsibility of the leadership in providing guidance to the teacher, it is also necessary to reward teachers who are considered to have good achievements in time discipline, teaching discipline, never late, always in, on time, then they will be rewarded by the madrasa. Rewards are usually given before teacher's day.

The solution for the unmotivated teacher is coaching, while the meeting is motivated. The roles and responsibilities of the leadership are needed in providing guidance to these teachers, it is also necessary to reward teachers who are considered to have good achievements.

Efforts to overcome the inhibiting factors for improving Teacher Performance through Management Training at MAN 2 HSU, and MAN 3 HSU in Hulu Sungai Utara Regency are the need for synergy from all elements related to the implementation of training from the organizer or Ministry of Religious Education, head of education implementation, infrastructure , HR (human resources) who are competent as presenters, implementation time that is adjusted to the function of participants, and teachers as participants. In general, there are several efforts to overcome the inhibiting factors for the development of teacher performance through training, including the following:

- 1) Good management in all training activities
- 2) The school provides full support to its teachers to take part in the training
- 3) The government and schools allocate welfare funds for teachers proportionally
- 4) The government prepares competent human resources (HR) in the implementation of the training.
- 5) Teachers as participants play an active role in the implementation of the Training.

So that with efforts to overcome the inhibiting factors for the development of Teacher Performance through Management Training at MAN 2 HSU, and MAN 3 HSU in Hulu Sungai Utara Regency, it can achieve the stated goal of developing Teacher Performance.

In line with this, then according to H.A.R Tilaar (2002) suggests that professionals are as follows:

Professional is carrying out work in accordance with the demands of the profession or in other words having the ability and attitude in accordance with the demands of the profession. The professional carries out his activities based on professionalism, and not on an amateur basis. A professional will continuously improve the quality of his work consciously, through training.

With the expert explanation above, the writer can conclude that professionalism is the ability or expertise in holding a certain position that carries out its functions and responsibilities in accordance with the expertise it has by continuing to develop itself through various trainings. Teaching is a profession that must be carried out professionally.

According to Kunandar (2007) explained that "professional teachers are teachers who have the required competencies to carry out educational and teaching tasks. Professional teachers are people who are well educated and trained, and have rich experience in their fields".

It is very important to try to overcome the factors inhibiting the development of teacher performance through Management Training at MAN 2 HSU, and MAN 3 HSU in Hulu Sungai Utara Regency because teachers are a profession that must be carried out professionally and teachers must have a personality in themselves as a profession that is carried out carefully. Teacher Performance.

3. Implementation of Training in Improving Teacher Performance at MAN

The implementation of improving teacher performance at MAN, the technical implementation of the training is when the teacher participants have appointed the madrasa to attend the training, then the madrasah expects the teacher to follow what is arranged by the schedule that the participant teacher gets, then regarding the punctuality to attend, from In terms of the instructor also has the character of the instructor, the material, the punctuality of the implementation is never not according to the schedule, both the schedule for the day and the D day until it is finished. The ability of instructors from Fasda, ULM lecturers are all competent, so that the implementation of the training can run well because of the support of all existing elements. The division of tasks in organizing training in improving teacher performance, the madrasah, in this case the head of the madrasa, discusses with the teacher council during meetings, and together discusses who is appropriate to be the training implementing committee.

Then, the executive committee was decreed which was the training implementation team, whose elements consisted of the chairman, secretary, and members, and team work was carried out together, not fixated on the job desk of each position. The implementation of training in improving teacher performance so far has been implemented quite well. When the executive committee was appointed, all worked by running their respective job desks. The madrasah also together with the head of the implementing committee coordinate on the readiness of the training starting from the required training materials, the search for competent presenters in accordance with the training materials that have been determined, the preparation of the schedule, and the determination of the target participants who need the training materials held.

The technical implementation of the training begins with preparation for the training, first looking at the topic of the training, then looking for presenters according to the topic of the training, then looking for participants, looking for a room, preparing the material to be delivered, whether in softcopy or print form. The implementation of training in madrasahs is due to policies from the center, in addition, it can also arise because of the need because it must be carried out immediately, certain teachers who are considered to need to be included in performance improvement training so that training is held.

After carrying out the first stage in the management function, namely planning, then the third stage in the management function is implementing. In this case, Terry in (Sukarna (2011) suggests the implementation as follows:

Mobilization is to arouse and encourage all group members so that they will and try hard to achieve goals sincerely and in harmony with the planning and organizing efforts of the leadership.

From the above understanding, implementation is nothing but an effort to make planning a reality, through various directions and motivations so that each member of the organization can carry out activities optimally in accordance with their roles, duties and responsibilities.

The implementation function emphasizes activities that are directly related to people in the organization. Good planning will be meaningless if it is not followed by mobilizing all potential human and non-human resources in the implementation of tasks. All existing human resources must be optimized to achieve the organization's vision, mission and work program. Every human resource must work in accordance with the duties, functions, roles, expertise and competencies of each human resource to achieve the vision, mission and work program of the organization that is set.

In terms of teacher competency development at MAN, it turns out that it is not in line with the budget allocation provided so that teacher competency development is not optimal. Meanwhile, the competency development carried out can only reduce the gap between the number of competent teachers and the available teachers. One thing that does not support the acceleration of teacher competency development is the teacher's responsibility for the training offered, it turns out that there are some teachers who are less interested, especially since the training is held outside the region, it seems that there is less appreciation.

From the findings of the object of research, if it is associated with the opinion of Hasibuan (2001: 62), it is said that the training is of any kind, because with complete training, a person gets added value. Training not only increases human skills, skills and expertise, but can also change a person's attitude and behavior for the better. According to the opinion above, it is quite reasonable if every teacher is given training according to their field of work so that in addition to improving their attitudes and behavior, they can also improve the skills, skills and expertise of teachers.

The basic principles of implementing the training program in order to improve teacher performance are:

a. Obey the Principles

The program is implemented in accordance with applicable regulations, whether held at the central, provincial or district/city levels.

b. Competency Based

The teacher training program is a government effort to improve the quality of education. So this program is guided by the Teacher Competency Standards and the Level IV Indonesian National Qualifications Framework (KKNI) Scheme.

c. Standardized

The management of the education and training program must meet the program standards that have been set, including the activity mechanism, the competence of national resource persons and national instructors. In addition, the modules used, materials/tools, place of implementation, committee, and graduation must also be standardized.

d. Professional

The results of the Teacher Competency Test (UKG) in 2017 and the results of the UKK for vocational teachers are used as a reference for the implementation of the training program.

UKG data mapping is used to classify teachers per class, per subject, and determine the modules to be studied. While the UKK data mapping is used for grouping teachers per cluster.

The UKG and UKK results data are used as a reference for determining the place and target time for implementation, providing competent facilities and instructors.

After carrying out the stages in the management function, namely planning and organizing, then the third stage in the management function is implementation. Implementation is a form of evidence from the plans that have been made in setting the direction and objectives of the training to develop teacher performance. Implementation is more technical in the implementation of training in accordance with predetermined plans.

The implementation of the training has not been carried out with a time that is adjusted to the functions and responsibilities of the teacher because the scheduled time interferes with the teaching and learning activities of students so that the needs of students are ignored. Then in its implementation because the planning has not been adapted to the needs of students so that its implementation has not provided optimal learning in facilitating the improvement and development of teacher performance.

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It is not only planning and organizing that makes the implementation of the training able to achieve the goal of developing teacher performance because without implementation in accordance with the previous planning and organizing function, the objectives of organizing the training will not be achieved. It takes implementation in accordance with planning and organization to achieve the objectives of organizing Training to develop teacher performance.

The implementation of a program can be said to be successful if there is a transformation process within the participant. The transformation process can be said to be going well if at least two things happen, namely: (a) increased ability to carry out tasks (b) changes in behavior that are reflected in attitudes, discipline, and work ethic

CONCLUSION

The problem of MAN teacher training management is still faced with the individual factors of teachers, funding and the availability of inadequate infrastructure, so that it has quite an impact on improving teacher performance.

The problem of training management can be overcome by providing motivation by madrasas, by policies that are supported by various parties, maximizing teacher professional organizations such as KKG and MGMP, increasing teacher collective activities, and providing financing by madrasas.

The implementation of the training has been carried out well by the head of the madrasa and the teacher council and has been able to provide additional insight into teacher competence, although it needs to be continuously improved so that it can have an impact on increasing student learning achievement.

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