# MANAGEMENT OF FUNCTIONAL TRAINING AND COLLECTIVE TEACHER ACTIVITIES TO IMPROVE THE QUALITY OF LEARNING IN JUNIOR HIGH SCHOOL (CASE STUDIES AT UPT SMP NEGERI 2 BALARAJA, TANGERANG REGENCY AND UPT SMP NEGERI 7 MOJOKERTO CITY)

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**Abstract**

This study focuses on the management of improving the quality of learning through the development of professional teacher competencies through functional training and collective teacher activities to improve the quality of learning at UPT SMPN 2 Balaraja, Tangerang Regency and UPT SMPN 7 Mojokerto City. The theories used by the researcher are the management theory (POAC) by George F. Terry, Heincih and Molenda, and the quality theory by Edward Sallis. This research uses a qualitative approach with a case study research method. The results of this study indicate that: 1) Planning for the improvement of professional teacher competencies is contained in the strategic plan, operational plan, and activity plan. 2) The organization of professional competency improvement begins from the time of teacher recruitment, optimization of the Subject Teacher Meeting, and placement of classes according to competence and skills. 3) The implementation of professional teacher improvement through two programs, namely the training program and collective teacher activities. 4) Supervision is the responsibility of the principal assisted by the vice principal for the curriculum. The inhibiting factors are the low interest of educators who are approaching retirement and time constraints. Efforts to overcome these problems are carried out by: A personal approach by the principal to senior teachers continuously communicating the activities to be carried out. The product of this research is a model of functional training and collective teacher activities to improve the quality of student learning.

**Keywords:** Management, Teacher Competencies, Functional Training, and Collective Teacher Activities.

## INTRODUCTION

Education is very important for the progress of a nation. Education serves to educate and empower individuals and communities. Quality education will produce graduates who are competent and ready to face the challenges of the times. Teachers are the most determinant factor in improving the quality of education. Competent teachers will be able to manage the learning process in the classroom well, thus producing quality graduates.

Competent teachers have four competencies. The first competency is pedagogical competence, which is the ability to manage learning, such as designing, implementing, and evaluating learning. The second competency is personality competence, which is the ability to be a role model for students, such as having good attitudes and behaviors, honesty, discipline, and

responsibility. The third competency is professional competence, which is the ability to master the subject matter, such as having extensive knowledge and skills in the field they teach. The fourth competency is social competence: the ability to communicate and collaborate with others, such as being able to work with colleagues, parents, and the community.

However, the reality is that there are still many teachers who do not have adequate competencies. The low level of teacher competence is evident in the results of the Teacher Competency Test (TCT). In the TCT, which only measures 2 of the 4 basic teacher competencies, it is clear that only 6% of more than 2.6 million teachers were declared to have passed and do not need to be trained again. When the data for the teacher candidate selection was opened, there were prospective teachers who could only answer 1 correct out of 40 questions, even there were prospective teachers who could only answer 5 correct out of 100 selection questions (Edupost.ID, 2016). On the other hand, the 2012 World Bank study in 12 Asian countries showed that the quality of Indonesian teachers was ranked 40th out of 42 countries. This is exacerbated by the results of a 2012 survey by the Indonesian Teachers' Union Federation in 29 regencies/cities showed that 62% of elementary school teachers had never attended training (Sutikno, 2018). Furthermore, data on the suitability of teachers to be professional teachers mentions that of around 2.8 million teachers from various levels of education, many are actually not qualified to be professional teachers. Generally due to the level of education that does not meet the requirements and does not yet have a teacher certificate. However, from the data on unqualified teachers, it is actually elementary school and elementary school teachers (Permadi & Arifin, 2013).

The problems of teacher competence in Indonesia are caused by several factors, including:

1) Inadequate teacher education: many teachers do not have the qualifications of a professional teacher education, or have qualifications that are not appropriate for the field they teach;

2) Lack of opportunities for teachers to attend training and development: many teachers do not have the opportunity to attend training and development, due to limited funds or time;

3) Lack of teacher motivation to improve competence: many teachers are less motivated to improve their competence, because they feel that they are good enough with the competence they have.

Increasing teacher competence can be done through various efforts, including continuing education, attending training, and improving work quality. Teachers can continue their education to the level of professional teacher education, attend training organized by the government, schools, or professional organizations, and improve the quality of their work by reflecting on themselves and making continuous improvements. Schools can also provide opportunities for teachers to attend training, seminars, and other scientific activities: schools can provide opportunities for teachers to attend training, seminars, and other scientific activities, both organized by the government, schools, or professional organizations.

The community can provide support in improving teacher competence, for example by providing financial assistance for teacher training. The community can provide support in improving teacher competence, for example by providing financial assistance for teacher training, or providing moral support to teachers.

This study focuses on how schools or institutions are trying to improve teacher competence through functional training and collective teacher activities. There are two schools that, according to the researcher's preliminary research, have done this model well, namely UPT SMP Negeri 2 Balaraja, Tangerang Regency and UPT SMP Negeri 7 Mojokerto City. Based on the facts and empirical data that the researcher obtained from the two UPT SMP Negeri as the research location that was conducted and surveyed by the researcher, that both UPT SMP Negeri which are accredited A (excellent) which are all used as case studies by the researcher can represent UPT SMP Negeri in Tangerang Regency and Mojokerto City in terms of the problems raised by the researcher. This can be illustrated as follows:
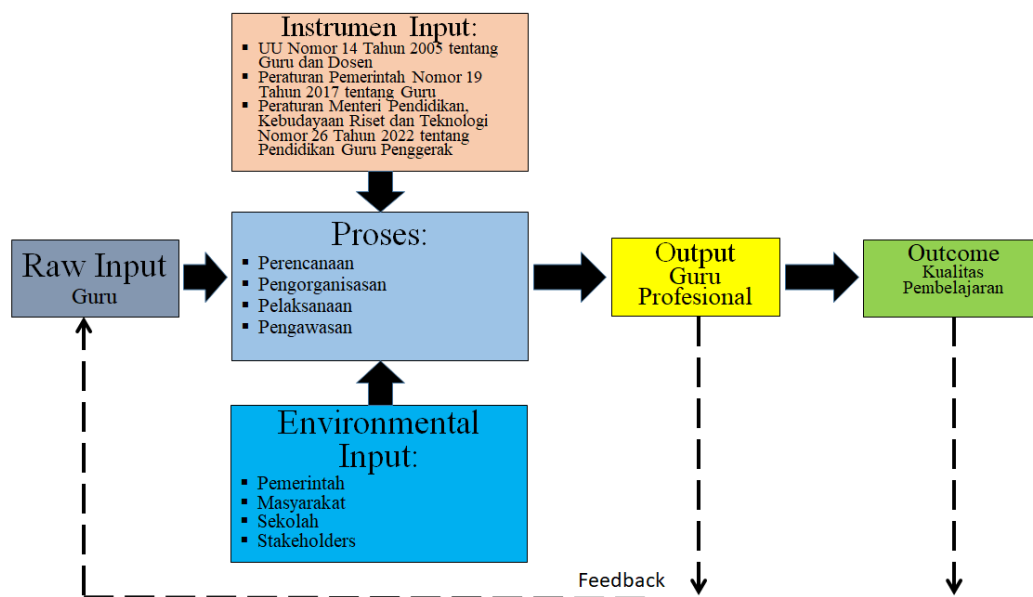


**Figure 1: Model of Functional Training and Collective Teacher Activities to Improve Teacher Competence**

In conducting the research, the researcher used Terry's management theory (2019). According to Terry (2019), management is a distinctive process that aims to achieve a goal effectively and efficiently using all available resources. Terry states that "Management is performance of coneiving desired result by means of grouuf efforts consisting of utilizing human talent and resources". This can be understood that management is the ability to direct and achieve the desired results by empowering people and other resources. Terry divides the four basic functions of management, namely Planning (Planning), Organizing (Organizing), Actuating (Implementation/Motivation) and Controlling (Controlling). These four management functions are abbreviated as POAC.

Regarding quality, this research refers to Sallis' opinion (2002) that attitudes towards quality assurance are very diverse because there are schools that are beginning to realize the need to improve the provision of education and there are those that do not need it. Differences in attitudes towards the provision of quality assurance are due to differences in perceptions of the essence of quality itself, because the picture of quality many people have different conclusions even opposite. Quality is often difficult to measure. Quality is considered an enigmatic concept, a concept that exists and is implemented according to the understanding and interpretation of each individual. Until now, quality has always been considered the same as the product, and in this case quality is perceived as the quality of graduates. The focus of quality assurance in many schools is on the aspect of the learning process (Sudjana, 2015).

## RESEARCH METHOD

This research uses a qualitative approach with a case study method. The case study method was chosen because it is in line with the research objective which is intended to find out "why" and "how" (Yin, 2018). The case study method can present a thick description (thick description) that provides a conceptual structure and research context, namely the management of the learning system at the research locus as a bounded system.

Data collection techniques used by the researcher in this study are through interviews, observations, focus group discussions (FGDs), and document studies (documentation) such as making audio and video recordings. The validity test of the data required by the inspection or testing technique and the level of reliability of the results of qualitative research are determined by the criteria (1) credibility (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity) (Sugiono (2009:270). To fulfill these criteria, the researcher conducted triangulation using different techniques, namely interviews, observations, and documents. This triangulation is used not only to check the accuracy of the data but also to enrich the data.

## RESULTS AND DISCUSSION

Based on the results of the analysis of the data collected, the researcher obtained the following results:

1) **Planning of Professional Competency Improvement Through Functional Training and Collective Teacher Activities**

Planning of professional competency improvement at UPT SMP Negeri 2 Balaraja and UPT SMP Negeri 7 Kota Mojokerto covers various aspects, such as mastery of subject matter, competency standards, ability to develop creative material, self-reflection, and utilization of information technology. The findings show that the principal has a vision of the importance of teachers with high-quality competencies. Planning at school is crucial because it involves selecting goals, strategies, methods, budgets, and success standards (Nawawi, 2009).

The need for planning to improve the professional competency of teachers is also based on the position of teachers as a determining factor in the quality of education. According to Law Number 20 of 2003, teachers are professional workers who are responsible for planning and implementing the learning process. Teacher competency includes pedagogical, professional, personality, and social. Professional teachers are mandated in the Qur'an and are expected to create qualified human resources. However, the actual situation shows that there are still many teachers who do not meet the established competency standards.

Teacher competency development is carried out through Continuing Professional Development (PKB) activities. PKB aims to improve teacher professionalism according to needs, and involves activities such as functional training and collective teacher activities. The benefits of PKB are not only for teachers, but also provide assurance of certainty of service and effective learning experiences for students. PKB covers activities to improve knowledge, understanding, and skills of teachers, both through activities at school, seminars, workshops, to scientific publications (Hartiningtyas, Purnomo, & Elmunsyah, 2016).

The role of teamwork in planning and developing teacher competency is also emphasized. In SMP Negeri, there is a good teamwork culture involving principals, vice principals, committees, and teachers. Teamwork is considered important in achieving common goals and facing challenges in the world of education. The application of teamwork is a key factor in success in facing the changing times and meeting the needs of student learning. (Robbins & Judge, 2017b).

## 2) Organization of Professional Competency through Functional Training and Collective Teacher Activities

The improvement of pedagogical and professional competency of teachers begins by setting criteria during the teacher recruitment process, optimizing the Musyawarah Guru Mata Pelajaran (MGMP), placing teachers according to competency, conducting information technology training (ICT), and organizing a Peer Teaching program for teachers in the same field. Recruitment is a process of finding individuals who are suitable and competent for a position. This must be done honestly, transparently, and in accordance with non-negotiable qualification standards.

Efforts to improve teacher competency must be planned and programmed with a clear system. The success of the school in obtaining quality human resources depends on the good recruitment process. The correlation of information from the prospective teacher with the specifications set is very important, and the recruitment decision must remain objective to ensure the process of logical decision-making (Bangun, 2012).

The implementation of recruitment aims to find qualified educators in accordance with Law Number 14 of 2005 concerning teachers and lecturers. The academic qualification, pedagogical, personality, social, and professional competencies must meet the standards. The selection of teachers involves several stages, such as administrative selection, interviews, practical teaching tests, coaching, orientation, and placement (Primadevi, 2019).

Placing teachers in positions that match their skills is the key to getting the best results. A mistake in placing employees can cause disruption to work and reduce morale. In the context of education, the principal must place educators according to their needs and skills.

The recruitment strategy for teachers must include planning, interviews, practical teaching tests, as well as coaching, orientation, and placement. Recruitment must ensure that qualified and professional human resources are obtained to meet the needs and requirements of the school, in order to obtain quality and professional human resources. Reasons for recruitment include vacancies due to various reasons such as the establishment of new organizations, expansion of activities, or replacement of workers who resign or retire (Gomes, 2013).

### 3) Implementation of Functional Training and Collective Teacher Activities

The improvement of professional teacher competency is carried out through two programs, namely informal development and formal development. Informal development programs involve teachers studying book sources and attending training to improve knowledge and competencies. Formal development programs involve activities such as MGMP, training, seminars, and workshops to broaden horizons, educational foundations, and skills in planning, teaching methods, and student learning outcomes evaluation. Self-development activities, both informal and formal, must meet the needs of teachers to reach standards and improve professional competencies. The focus includes competencies to investigate the context of learning, mastery of subject matter and curriculum, teaching methods, student assessment, mastery of ICT, and other relevant competencies (Priatna & Sukamto, 2013).

Self-development is an effort by teachers to improve professionalism in accordance with legislation, in order to be able to carry out their main duties and obligations in the learning process. The Minister of State Regulation on Empowerment of State Apparatus and Bureaucracy Reform No. 16 of 2009 distinguishes two ways of self-development: Functional Training and Collective Teacher Activities. Functional training involves education and training to achieve competency standards, while collective activities involve scientific meetings, workshops, and joint activities to achieve or exceed professional competency standards. Support for further studies is also a strategy for improving teacher competency.

### 4) Monitoring of Functional Training and Collective Activities

The implementation of supervision in the school environment is the responsibility of the principal, with the assistance of the vice principal for the curriculum. This supervisory activity involves direct and indirect monitoring, as well as clinical supervision that serves as an evaluation tool before performance appraisal and continuous performance appraisal for teachers.

Monitoring, according to Thoha and Purwanto (Burhanuddin, 2014), is a planned activity to find out the condition of an object that wants to be monitored. Monitoring helps the principal to obtain the desired information or data about the object in question. Nurkencana adds that monitoring is done to supervise something without questioning why it happened, with the aim of improving the success of program implementation in schools.

The results of monitoring serve as feedback to improve the implementation of programs, such as teacher learning programs. The principal's monitoring function includes providing input for decision-making, identifying problems, improving the success of program implementation, and providing an estimate of how far the obstacles have been overcome and the goals have been achieved.

Monitoring in schools is often equated with educational supervision, which is assistance provided by senior teachers, principals, or supervisors to develop learning situations. Educational supervision aims to foster the growth and development of teachers so that they become more proficient and creative in managing the learning process (Frank. G. Dickey in Sahertian, 2001).

Supervisors play an important role in providing assistance to teachers in facing various changes, especially in the context of changes in community demands that require curriculum adjustment. Empowerment and improvement of the competence of principals and supervisors are necessary to improve their functions as motivators, facilitators, and catalysts for teaching.

Monitoring and supervision activities, which are focused on improving the quality of teaching and learning, are highly dependent on their success in the school environment. Therefore, supervisors need to supervise the conditions of the school environment that are the target of supervision. Monitoring and supervision are directed at improving the quality of teaching and learning, and their success can be measured by the ability of supervisors to carry out their roles in accordance with their functions and tasks as well as their ability to develop teachers and other educational personnel.

### 5) Constraints and Solutions for the Management of Functional Training and Collective Teacher Activities

Based on the findings of this study, the inhibiting factors in the management of professional teacher competence in junior high schools through training and collective teacher activities are:

1) Educators who are already senior and nearing retirement are difficult or less interested in improving their professional competence; and

2) Time constraints, sometimes coinciding with teaching schedules, so the implementation is somewhat disrupted.

According to Hasibuan (2017), the inhibiting factors in the implementation of education and training for educators are:

1) Participants, Development participants have different backgrounds, such as basic education, work experience, and age. This will hinder the smooth implementation of the exercise, because the ability to grasp, perception, and reasoning of their lessons are different;

2) Trainers or Instructors, trainers or instructors who are skilled and capable of transferring their knowledge to the participants of training and education are very difficult to find. As a result, the desired target is not achieved, for example, there are trainers who are skilled

and smart, but cannot teach and communicate effectively (teaching skills are not effective). He is only smart and an expert for himself;

3) Development Facilities, development facilities and infrastructure that are needed for training are very limited or not good. For example, books, tools, and machines that will be used for practice are lacking or non-existent. This will make it difficult and hinder the smooth development;

4) Curriculum, the curriculum that is taught is not compatible or deviates, and is not systematic to support the desired goals by the job or position of the participant concerned. For this reason, it is necessary to set the right curriculum and time to teach it;

5) Funds, the funds available for developers are very limited, so they are often done by force, even if the trainers and participants do not meet the required requirements.

The findings of this study reinforce the theory of Hasibuan above, where the obstacles found in this study are participant factors. The participant factor here is the factor of seniority or age. Participants who are older will feel lazy to attend activities because they feel they are already good at mastering their competencies. Another participant problem is time. There are participants who, when the training and collective activities of the teacher take place, coincide with the time the teacher teaches, so a policy is needed from the principal so that the teacher can attend the activity.

## CONCLUSION

In general, this study shows that the management of professional teacher competence through functional training and collective activities has been implemented well in junior high schools. However, there are still some constraints and a more impactful model of teacher professional competence is needed on student learning quality.

Specifically, this study provides the following conclusions:

1) Planning for the improvement of professional teacher competence has been structured in strategic, operational, and activity plans. Activities involve workshops, training, monitoring, supervision, and programmed evaluation involving all school components;

2) Competency improvement organizing involves teacher recruitment, optimization of the Musyawarah Guru Mata Pelajaran (MGMP), placement of classes according to competence, Information and Communication Technology training, and peer teaching;

3) Implementation of professional teacher improvement involves training programs and collective activities, both within and outside the school, to improve teacher competence on an ongoing basis;

4) Supervision by the principal, assisted by the vice principal for the curriculum, involves direct, indirect, and clinical supervision as an evaluation tool before teacher performance appraisal;

5) Constraints include the lack of interest of senior teachers to improve competence and time constraints that sometimes overlap with teaching schedules. Efforts to resolve include personal approaches by the principal and communication through WhatsApp groups.

The implications of these conclusions are that school planning can be a guide for the implementation of functional training and collective teacher activities, including planning target participants, time, resource persons, location, and facilities and infrastructure. The selection of senior teachers as an organizing committee supports the smooth running of collective teacher activities and provides opportunities to share experiences with younger ones. School support, both from the principal and the provision of facilities and funds, is needed to implement professional competence management. Evaluation by the principal, supervisor, and resource person is needed to ensure better implementation in the future.

The researcher recommends to the principal to plan activities precisely in the School Strategic and Operational Plan, and to improve teacher competence through functional training and collective activities. To teachers, the researcher recommends that teachers continue to improve their competence on an ongoing basis, given their role in improving the quality of education. To the Department of Education, the author suggests that it continue to socialize teacher competence improvement to all schools to achieve better results overall.

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