

Elementary Teacher Competency Development Management: A Multi Site Study at SDN Sungai Lulut 1 and SDN Keliling Benteng Ilir Regency



Raihanah¹, Aslamiah², Ahmad Suriansyah³

^{1,2,3}Master in Educational Administration, Lambung Mangkurat University, Banjarmasin, Indonesia

ABSTRACT: The quality of teachers is closely related to the quality of their competence. Teacher competence must always be improved along with the development of science and technology as well as the demands of society and the world of work, especially in adapting to the 4.0 and 5.0 eras. Efforts to improve teacher competence can be carried out through FGD, IHT, KKG and Training activities. Teacher competency development programs must be designed and implemented as well as possible so that the results can be achieved optimally. This study aims to describe the planning, organization, implementation and supervision of teacher competency development at SD Negeri Sungai Lulut 1 and SD Negeri Keliling Benteng Ilir, Banjar Regency. The research was a multi-site study with a qualitative approach p there is SDN Sungai Lulut 1 and SDN Keliling Benteng Ilir, Banjar Regency. The data source consisted of the principals, teachers and supervisors and researchers as key instruments. The data collection techniques were; observation, interviews and documentation studies. The data unearthed was in the form of primary data and secondary data. Data analysis using a causal network of cross-site analytics. Test the validity of the data through; credibility, transferrability, dependability, confirmability. The findings of the research of the two sites indicate the existence of planning consisting of; analysis of competency needs, designing development activities (FGD, IHT, KKG, Training), organizing in the form of; delegation of tasks/committees, implementation of development activities, effectiveness and efficiency and supervision consists of; monitoring evaluation and follow-up.

KEYWORDS: development management, teacher competence, elementary school

I. INTRODUCTION

The concept of education according to the Father of Indonesian Education, namely Ki Hajar Dewantara, namely "Ing Ngarso Sung Tulodo, Ing Madyo Mangun Karso, Tut Wuri Handayani" is a philosophy for educators that has a very deep and noble meaning. This is due to in truth a teacher is a noble leader for his or her upbringing. The guidance provided by teachers to help students grasp what and how to learn. To be prepared to be a generation that can face a variety of challenges in their lives in the future and become helpful human beings for other humans, students should recognize their strengths and weaknesses as well as the skills they need to develop. In order to prepare for the challenges of a difficult and complex era, it is intended that a generation will be ready that is not only intellectual but also strong and independent.

In connection with this, teachers must constantly upgrade and expand their competencies in order to alter and condition learning in order to maximize student potential and bring out their creative sides and social skills. According to Nurfuadi (2019), the quality of the learning outcomes that students will achieve will be significantly influenced by the teaching process.

The upcoming educational problems are becoming more and more complex. The industrial era of 4.0 and society 5.0 are now upon us. Teachers who can change with the advancement of information technology are needed. using information technology to help students become more literate, especially in the area of digital literacy, but not discounting the importance of moral or character education. Therefore, through various teacher competency development activities, which are led at the level of the educational unit by the principal, teachers must continue to hone and improve their quality.

Development of teacher competencies is realizing quality human resources in elementary schools (Nurhaidah, 2014). Optimization of teacher performance through coaching the learning process has an impact on the quality of teacher competencies so that teacher competence must be the main target component to be developed and improved. As Alam (2018) argues that the teacher competency development program is an effort to improve the professional competence of teachers in schools. Sya'roni (2011) outlines the development steps undertaken by the principal including; planning (needs analysis, program preparation, schedule, time, methods, materials, resource persons, costs, elements involved, organizing (delegation of tasks, committee /

Elementary Teacher Competency Development Management: A Multi Site Study at SDN Sungai Lutut 1 and SDN Keliling Benteng Ilir Regency

structure), implementation (implementation of activities, effectiveness and efficiency of implementation, supervision (monitoring evaluation and further actions).

II. METHODOLOGY

This research was a multi-site study with a qualitative approach. It was done with multi-site studies (Johnson & Cristensen, 2008) at SDN Sungai Lutut 1 and SDN Keliling Benteng Ilir, Banjar Regency. The data source consisted of principals, teachers and supervisors and researchers as key instruments. The data collection techniques were observation, interviews and documentation studies. The data unearthed was in the form of primary data and secondary data. Data analysis using miles & Huberman's network of cross-site analytics causal. Test the validity of the data was done through credibility, transferability, dependability, comfirmability (Putra & Dewi Lestari, 2012).

This research used the steps of development by Sya'roni (2011) namely; (a) needs analysis, develop appropriate programs (b) develop instructional drafts including; objectives, methods, media, training materials, (c) ratification of the exercise program, (d) implementation, (e) evaluation and follow-up to find out the extent of the success of the implemented program. These measures were grouped in Terry's management theory (2003) which includes; planning, organizing, implementing and controlling/supervising.

III. RESULTS AND DISCUSSION

Based on the results of data analysis, it was found that: Focus 1 is planning for teacher competency development. The planning carried out by the two sites is relatively the same, namely needs analysis, compiling programs, time/ schedule of activities, determining methods, materials, competent resource persons and cost plans and participants involved. Meanwhile, focus 2 of this study is organizing teacher competency development. Organizing activities for teacher competency development include; delegation or division of duties as a form of coordination when activities are carried out, committees and organizational structures. The next focus is implementation of teacher competency development. The implementation of teacher competency development is an activity; The implementation of teacher competency development planning, effectiveness and efficiency activities are also carried out so that activities take place according to the objectives. The last focus is supervision of teacher competency development. Supervision was carried out so that the expected results and objectives are appropriate, therefore the elements of its activities consist of; monitoring evaluation and follow-up.

An overview of the findings in the Primary Teacher Competency Development Management is described as follows.

A. Elementary Teacher Competency Development Planning

Planning for the development of elementary teacher competencies in both sites has components, namely (1) Analysis of competency needs developed. The development of teacher competencies carried out by the principal is part of educator management. Along with the development of science and technology, the demands of the world of work on resources, parents' expectations of their children, the skills of teachers must also be improved and supplemented according to these needs. Exposure to research data sources for analysis of teacher competency development needs including in the planning program, to then compile a selection of activities that will be the material for training on development both on a school scale and outside the school. Planning is an important component in a program of activities. It gives an idea that activities have been prepared in such a way, clear scope and goals and objectives as well as to clarify the pattern of activities carried out. Sebagaimana the opinion of Sya'roni (2011) which states that planning is the process of deciding which goals to pursue over a future period of time and what will be done to achieve those goals. The analysis of teacher competency development needs in the two schools studied was based on 1) analysis of supervision results, 2) analysis of teacher PK results, 3) problem capture in FGD (Focus Group Discussion) activities, 4) discussion of problems faced by teachers in KKG (*Kelompok Kerja Guru*) activities. This information is obtained from interviews with data sources or informants from both schools. The above as explained by Sya'roni (2018) about the development process which begins with a needs analysis carried out by identifying performance skills, compiling appropriate programs, carrying out research, and improving performance.

Then (2) designing competency development activities (types of competency development, schedules, methods, materials/programs, resource persons and costs). Based on the explanation of the data sources, it can be understood that design is included in planning activities. The selection of types of activities, schedules, materials, resource persons, time and costs is summarized in the preparation of the development program. Competency development activities were designed to include; the type of competency development to be carried out, the schedule of activities, methods of activities, and material for activities as well as resource persons. The component is an element of program activity planning. As explained by the data source that in supervision activities, In House Training (IHT), KKG and training, the elements in the design of activities are listed in the development program document. The supervision program and IHT and FGD are made by the School Development Team while the KKG program and training are prepared by the management or committee at the KKG itself. Hasibuan (2012) states that human resource management

Elementary Teacher Competency Development Management: A Multi Site Study at SDN Sungai Lutut 1 and SDN Keliling Benteng Ilir Regency

is "the science and art of regulating the relationship and role of labor to be effective and efficient in helping the realization of the goals of the company, employees, and society."

Success in managing teachers to achieve the desired goals is inseparable from motivating efforts to develop well. Matters related to the system implemented by the leadership to manage and lead and control educational personnel. Furthermore, "proper management will cause higher morale so as to encourage education personnel to act productively (Mulyasa, 2011). Schools as educational institutions that include various resources including the resources of educators or teachers move dynamically along with the development of science and technology. In the duties of the profession teachers must have a number of competencies. The competence of teachers will continue to be developed in line with the increasing demands of professional work and the achievement of educational processes and results. This is as stated by Alam (2018) in his research which provides an overview of the development of teacher professional competencies which states that the teacher competency development program with PKB, supervision, and PKG is an effort to improve the professional competence of teachers in schools. Similarly, the results of research conducted by Nurhaidah (2014) on The Development of Teacher Competencies in Realizing Quality Human Resources in Elementary Schools stated that the optimization of teacher performance through coaching the learning process carried out by teachers has an impact on the quality of teacher competencies in these schools.

The teacher competency development activities seen at SDN Sungai Lutut 1 and SDN Keliling Benteng Ilir were carried out because of their commitment to the quality of education desired by the school. The collaboration of school principals produces programs that can develop the competence of teachers so that the quality of education can be improved.

B. Organizing Teacher Competency Development

On site 1, the organization of teacher competency development through KKG is based on: 1). Decree on the division of teacher duties, 2). The organizational structure of the school and the committee. The delegation of tasks is reflected in the existence of an organizational structure along with the main tasks and additional duties of each teacher. As for KKG activities, there are organizations managed by teachers in cluster units. Among the teachers, there are also those who are involved as active administrators in the KKG organization. Similarly, on site 2, committees and delegation of tasks are carried out by the principal so that there is clear coordination and responsible persons in activities. The teachers on site 2 are also actively involved in the management of KKG. The two sites have basically the same pattern in an effort to develop the competence of teachers in their respective schools.

Competency development activities are designed for optimal achievement of goals. Therefore, it must be carefully prepared including the awarding of tasks to certain people in its implementation. This assignment is related to the delegation of duties to the committee or organizer of activities, including management that is periodical in nature. Duties and authorities can be given by the principal especially for activities such as FGD and IHT. Meanwhile, regarding out-of-school organizations such as KKG, teachers can set their own managers by being facilitated by the superintendent and principal.

C. Implementation of Teacher Competency Development

The data source explained that at the stage of implementing the activities all programs that have been designed will be implemented according to the established flow. If there is a technical change, for example, a change in the time and place of the activity due to something related to certain regulations, it will be resolved professionally. The implementation of the development program is an important thing to pay attention to. Here will be seen the performance of teachers, the capacity of the committee and resource persons, the suitability of the material presented with the program that has been designed. The opinion expressed by Sya'roni (2011) that the implementation stage is the stage of implementing the program using various techniques such as discussions, training, workshops, seminars to convey knowledge to the program participants.

The implementation of teacher competency development at SDN Sungai Lutut 1 and SDN Keliling Benteng Ilir is in the form of implementation of activities that have been prepared and determined in the planning of the teacher competency development program as described (1) Academic supervision; Academic supervision is part of the principal's mission to implement his competence. As stated in the Minister of Education and Culture number 13 of 2007 which states that the competence of the principal includes; personality, managerial, entrepreneurial, supervisory and social. Similarly, in permendikbudristek number 40 of 2021 concerning the Assignment of Teachers as Principals which states that the main duties and functions of the principal consist of; carry out managerial duties, entrepreneurial development and supervision to teachers and education personnel. (2) Forum Group Discussion (FGD); The pattern of FGD activities carried out on both sites as explained by the data source is mainly related to extracting information about problems faced by teachers in learning. The flow of discussion itself is more flexible, the element of sharing with each other to find solutions to the problems faced is preferred. Even if it brings in resource persons, it is based on the needs of the teachers. The point is that FGD is able to awaken the creative power of teachers in problem solving because it gives teachers the opportunity to convey ideas or ideas that are meaningful in practice. Related to this, Waluyati (2020) stated that to overcome the problems faced by teachers, one of the solutions that can be given is to apply a discussion group forum. Widiyati (2019) stated that the purpose of FGD is to obtain data interaction resulting from a discussion of a group of participants / respondents

Elementary Teacher Competency Development Management: A Multi Site Study at SDN Sungai Lutut 1 and SDN Keliling Benteng Ilir Regency

in terms of increasing the depth of information, revealing various aspects of a life phenomenon, so that the phenomenon can be defined and explained. Then FGD can also be used in the realm; a) decision making, b) assessment needs, c) product or program development.

Then (3) in House Training (IHT); IHT as a training activity programmed by the school and implemented by the school itself provides opportunities for teachers to explore, improve and develop knowledge and skills in the field of tasks carried out. As stated by Alfari (2012) that In House Training is a training program held in its own place, as an effort to improve the competence of teachers in carrying out their work by optimizing existing potentials. The objectives of the In House Training activities as stated by Kusmayadi (2020) are: a) improving the quality of human resources, b) improving performance, c) increasing interaction between participants d) strengthening a sense of family and togetherness e) increasing motivation and a sustainable learning culture. (4) KKG. Teacher working groups as a forum for professional organizations have a role in helping to improve teacher competence. The findings at the research site are very significant with the expected results related to the development of teacher competencies. This is in line with the objectives of the KKG proposed by the Ministry of National Education (2008), namely; a). broaden horizons and knowledge, especially mastery of learning materials, b) provide opportunities for educators to share experiences and give each other help and feedback, c) empower knowledge, skills and prepare various updates in the world of education, d) help teachers carry out various school tasks, e) increase awareness of work culture and develop the professionalism of educators, f) improve quality and quality and educational process, g) improving the competence of teachers. The implementation of KKG based on the findings also provides an overview of the benefits of teacher competency development efforts. Linking with Al Rasyid's (2015) opinion about the benefits of KKG in the form of; 1) as a forum for coaching educators in various forms of professional coaching activities, 2) a vehicle for fostering a culture of cooperation competitively within the cluster as a means of improving student learning outcomes independently, 3) as a forum for information and innovation in coaching educators, 4) fostering confidence in educators to complete tasks and social obligations, paedagogic, academic as well as personality. And (5) Training; Training is one of the many real programs developed from the past to seek better changes to teacher competence. As is the definition of training, namely; a vehicle to build human resources towards an era of globalization that is full of challenges, therefore training activities cannot be ignored, especially in entering the era of increasingly fierce, tough and heavy competition in the current century Nurkholis (2019). Furthermore, training is any effort to improve the performance of workers in a certain job that is their responsibility. Training activities on both sites are relatively the same direction and purpose. Both bottom up and top down. Because the principal's organization in the second region of the site makes the training part of the teacher competency development efforts that are routinely programmed. This explanation as stated by Basri and Rusdiana (2015) that training is a lesson to get used to or acquire certain skills.

D. Supervision of Teacher Competency Development

The data sources from SDN Sungai Lutut 1 and SDN Keliling Benteng Ilir both showed that the programs implemented will always be monitored and assessed for the achievement of their goals. This activity is called monitoring evaluation. Monitoring the evaluation is carried out by the superintendent and principal. The monitoring and evaluation component is made by each supervisor or principal, according to the goals and objectives to be achieved. As Bayu stated, Ririn (2021) that monitoring is a monitoring activity carried out on an ongoing program.

Triwiyanto (2015) stated about evaluation, namely activities to determine the effectiveness of the program, program achievements and the impact of the program that has been carried out. Monitoring is more directed at supervision during the implementation to find out obstacles or analyze and collect all problems encountered while evaluation is more to the end of the activity to assess the suitability of the implementation with the plan and the achievement of goals.

Supervisory activities include monitoring evaluation and follow up. Monitoring evaluation as stated by Triwiyanto (2015) has the aim of knowing whether the program has run as expected and knowing good suggestions for use. Meanwhile, the purpose of the evaluation is to find out the extent to which the program has been achieved and the consequences or impacts caused by the program that has been carried out. This is also done by the principal of SDN Sungai Lutut 1 and the Principal of SDN Keliling Benteng Ilir so that the program that has been designed and implemented is really effective and provides tangible benefits for the advancement of the competence of teachers.

The second one is follow up. The results of the evaluation of the achievement of goals are material for follow-up, especially by the principal. The records obtained from the evaluation of the activity program are reviewed to be used as material for designing the next activity. This is what is interpreted by the Development of Sustainable Activities (PKB) so that this program of teacher competency development activities will continue. The teacher competency development program if it is related to Lazwardi's (2017) statement about the purpose of evaluating the development program, namely to find out the achievement of program objectives because the program evaluator wants to know which parts of the components and sub-components of the program have not been implemented and what is the cause and determine the follow-up of the program.

Elementary Teacher Competency Development Management: A Multi Site Study at SDN Sungai Lutut 1 and SDN Keliling Benteng Ilir Regency

Evaluation of teacher competency development itself is based on explanations from research data sources in the form of monitoring evaluation (monev) carried out by the supervisor and / or principal. Some are programmatic and some are unprogrammed. Programmatic monev is carried out by the principal, especially in IHT and FGD development activities. Currently, KKG activities and or training that are part of the development of the KKG program, are carried out by the principal in collaboration with supervisors and stake holders.

IV. CONCLUSION

The conclusion are (1) The plan for the development of teacher competencies consists of; (a) analysis of competency needs to be developed, development programs namely; supervision activities, FGD, IHT, KKG and inklat. (b) prepare a plan of activities for the development of the commission, the timing and schedule of activities, the plan of resource persons, places, committees, costs and participants involved, (c) planning activities involving elements of teachers, principals and supervisors. (2) Organizing the development of teacher competencies on both sites consists of; (a) delegation of duties in the form of decrees or committees, structure of activities/organizations, (b) involvement of elements, teachers, principals and supervisors. (3) The implementation of teacher competency development consists of (a) the implementation of competency development activities (b) the suitability of time / schedule, place, resource persons, materials and costs for the effectiveness and efficiency of activities, (c) involving elements; teachers as participants, principals, supervisors and stake holders including resource persons and committees. And (4) Supervision of teacher competency development in the form of activities; (a) monitoring evaluations carried out by the principal and supervisors (b) follow-up activities in the form of; reflection of the results of the achievement of goals, strengthening of development programs.

REFERENCES

- 1) Nature, P. (2018). Management of Teacher Professional Competency Development. *Journal of Islamic Education Management*, vol 3
- 2) Alfari, Sukojo. (2012). Improving the Ability of Subject Teachers Through IHT. *Journal of Sower Education* No. 18.
- 3) Al Rasyid, H. (2015). KKG Function for Professional Development of Elementary School Teachers. *Elementary School Journal*. Vol 2.
- 4) Basri, H., & Rusdiana, A. (2015). *Education & Training Management*. Bandung: CV Pustaka Setia
- 5) Wind. Ririn (2021). Monitoring and Evaluation of PKBM Activities in Bengkulu Province. *Journal of Education*. Vol 02 No 01
- 6) Hasibuan, M. S. (2012). *Human Resource Management*. Jakarta: PT. Earth Script.
- 7) Johnson & Christensen. (2008). *Educational Research Quantitative, Qualitative, and mixed Approaches*. Thousand Oaks, CA: Sage
- 8) Kusmayadi. (2020). The Effectiveness of IHT To Improve Teachers' Ability to Ask Questions. *Action Research Journal Indonesia*. Vol 2.
- 9) Koswara. (2005). Implications of Monitoring and Evaluation on School Quality Improvement. *Journal of Educational Administration*. Vol 3 No 1
- 10) Lazwardi, Dedi. (2017). Implementation of Evaluation of Education Programs at the Primary and Secondary School Levels. *Journal of Islamic Education*.
- 11) Mulyasa, E. (2011). *Become a professional principal*. Bandung; Juvenile Rosda Works
- 12) Nurhaidah. (2014). Development of Teacher Competencies in Realizing Quality Human Resources in Elementary Schools. *Journal of Basic Charm*. 2.
- 13) Nurhaidah. (2014). Development of Teacher Competencies in Realizing Quality Human Resources in Elementary Schools. *Journal of Basic Charm*. 2.
- 14) Nurfuadi. (2019). *Management of Teacher Competencies in Improving the Quality of Learning*. Purwokerto: STAIN Press
- 15) Nurkholis, K.S. (2019). Develop sustainable professional teachers to improve the quality of education. *Journal of Education Management*. Vol. 6 No 2
- 16) Putra & Dwilestari. (2012). *Research on Qualityf ECCE*. Yogyakarta: Pine
- 17) Subekti, I. (2022). Organizing In Education. *Journal of Education and Teaching*. Vol 3 No 1.
- 18) Sha'roni, H. (2011). *Educator Development Management*. *Journal of Education*.
- 19) Terry, Goerge R. (2003). *Principles of Management*, translation of J. Smith D.F.M. Jakarta: PT Bumi Aksara
- 20) Triwiyanto, T. (2015). Implementation of Monitoring Evaluation and Reporting for Managerial Performance Assessment of Principals. *Journal of Educational Horizons LPMP UNY*. Vol 1
- 21) Waluyati. (2020). Application of FGD to Improve the Ability to Utilize the Environment as a Learning Source. *EDUTECH Journal*. Ganesha University of education. Vol.8

Elementary Teacher Competency Development Management: A Multi Site Study at SDN Sungai Lulut 1 and SDN Keliling Benteng Ilir Regency

- 22) Widiyati. (2019). FGD to Improve Activities and Learning Outcomes of Student Employment Competencies at SMPN 7 Purworejo. Indonesian Journal Of History Education. Vol 7



There is an Open Access article, distributed under the term of the Creative Commons Attribution–Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.