


TEACHER COMPETENCY TRAINING AS A FORM OF BEST PRACTICE FOR  
PROMOTING TEACHER'S PROFESSIONAL DEVELOPMENT

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Article Info	Abstract
Received: Revised : Accepted : Keywords:  <i>Teacher Competency</i> <i>Teacher's Professional Development</i>	<p>Training is needed to help teachers to improve their competence. This is important because teachers are the core role in the world of education and as a determinant of the future of the nation's children. The state also provides an obligation for teachers to have certain competencies as a condition of the profession. This study aims to find out the training has been held at school as a form of best practice for teacher's professional development, then to reveal how the training affects teachers. This research is descriptive research with a qualitative approach. The research subject is one of the teachers of SD Muhammadiyah Ambarbinangun. Researchers used interviews to collect data. The instrument used was an interview guideline adapted from previous research. The data analysis technique used in this research is qualitative data analysis, namely data reduction, data visualization, and conclusion drawing/verification. There are several trainings that have been sought by the school, namely training aimed at improving pedagogic and personality competencies. This training is quite influential for teachers because several learning objectives are achieved after attending this training, such as increased student grades, more intense communication between teachers and students, more interesting learning in the classroom.</p> <p><i>This is an open access article under the <a href="#">CC BY-SA</a> license</i></p> 

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1. INTRODUCTION

Teachers are people who are admired and emulated. Teachers are a key factor in realizing quality education, so it is very important to prepare a team of professional teachers who are able to teach. Related to student success in education, teachers have a big role. Teachers not only convey the knowledge they have to their students or are commonly called learning resources, but also play a role as facilitators who can make relevant subject matter easily accepted, as managers with the ability to facilitate learning. atmosphere of teaching and learning activities, as illustrators who can show inspirational attitudes to students, as mentors who can guide students to achieve their goals, as motivators foster student enthusiasm and motivation; become evaluators who are able to

assess student achievement and the success of academic activities. (Kasmawati, 2020)

The state is obliged to educate the nation and provide good educational facilities for school-age children (Dewi & Titisari, 2022). The state needs a teacher to improve the nation. Therefore, the state helps to introduce and even train teachers specifically so that teachers who educate the nation's children become professionals. Therefore, to emphasize that the nation's children's teachers are competent teachers, the Law of the Republic of Indonesia No. 20 of 2003 Chapter XI

Article 40 Paragraph 2b stipulates that "Educators must have a professional commitment to improve the quality of education". On the basis of these rules, in carrying out their duty's teachers must be

professional, because teachers are the main subject in the implementation of learning.

In any learning system, teachers are an integral part of the learning process. Teachers play a role, are responsible for planning and implementing learning in schools. Therefore, teachers need to seek and absorb the latest information in order to develop creative ideas that help teachers create interesting teaching and learning situations for students (Rahmawati et al., 2017). Because of this obligation, an educator must be able to think critically. This ability is needed to face the digital era

4.0 (Zulaikha & Setyowati, 2021). According to Balitbang Kemdikbud, there are four skills (4C) needed in the digital era 4.0, namely critical thinking, collaboration, communication, and creativity. These four abilities must also be possessed by teachers so that learning in the classroom can continue to improve.

Because of the importance of teachers in the world of education, which is even used as a reference for determining a nation, the obligations that must be fulfilled are quite heavy. There needs to be cooperation between the government and education officials to support facilities that can improve teacher competence. In this case, researchers are interested in further research related to what training is made at school as a form of best practice for promoting teacher's professional development. This research was conducted at Muhammadiyah Ambarbinangun Elementary School. This study tried to answer the following research questions:

1. What are the trainings aimed at developing teachers' competencies at school?
2. How much influence did the trainings have on the professional development of teachers?

## 2. LITERATURE REVIEW

### *a. Teacher Competency*

Teachers are leaders in the education of the nation's children. The quality of teachers also determines the quality of education (Adi, 2021). For this reason, a qualified competency is needed from a teacher. The competency standards specified in Law No. 14 of 2005 concerning teachers and lecturers, in Article 10 Paragraph (1), are related to teacher education

and competency standards, which stipulate that professional teachers must have 4 teacher professional competencies, namely pedagogical capacity and personality and social competence. Among the four teacher professional skills, teachers must receive professional training for 1 year (Rahmawati et al., 2017)

Competence as the cornerstone of learning has been widely accepted and taken center stage as a didactic perspective where the effective nature of the student learning process is to create those capacities, Martin in (Lubis, 2019). This opinion also emphasizes that the effectiveness of learning is the initial stage in the formation of the quality of education, namely the ability, including the ability of teachers, as a link to instill knowledge for students. Efforts to optimize the learning process are carried out by implementing refresher programs, training, seminars and other similar activities aimed at improving teacher skills.

Teacher competence itself is one of the main contents that greatly affect the success of an education, including pedagogical capacity and personal capacity. Pedagogical capacity is the teacher's ability to manage learning and teacher personality capacity is the capacity of the teacher's

personality to be wise, exemplary, steady, mature, authoritative and have a noble personality (Wandani, 2019). To assist teachers in training and developing their skills, institutional cooperation is also needed to help prepare teachers for their profession by organizing inclusion programs in the form of education, training, seminars or discussions for inclusion that are facilitated according to the needs of students. Teachers need to be more competent when schools accept children with unique personalities (Sutriawati & Windarsih, 2019).

### *b. Teacher's Professional Development*

Teachers' knowledge is a school resource. This resource is knowledge, which is the most important resource for an organization, because the resource is not easy to imitate and is based on complex knowledge and heterogeneous capabilities at best, so that the organization can compete. For this reason,

organizations must develop new knowledge to gain competitive advantage. This also applies to educational institutions, especially commercial educational institutions. This new knowledge development will then be used and implemented to support teacher performance. One way to develop new knowledge is professional development for teachers (Kasmawati, 2020).

According to Wright, Wilson dkk in (Salleh & Hatta, 2019) i) Teachers will learn new management and teaching techniques through on-site professional development workshops, ii) as well as successful lesson plan samples and the necessary preparation time. Time to read beneficial articles on topics that directly impact their teaching and learning, such multiculturalism, iii) time to share resources and personal stories (for validation and rejuvenation), iv) time for reflection, and (v) possibilities for self-renewal. Blasé in (Salleh & Hatta, 2019) highlighted that via professional development, instructors can learn to expand their authority in the classroom to 1) expose themselves to alternatives; 2) assess their own practice and that of other teachers; and 3) have the discretion to determine when to employ which approach. Professional development participants are more likely than non-participants to include multidisciplinary concerns and assessments. Following the aforementioned, Hairuddin in (Salleh & Hatta, 2019), he contends that in order to realize the vision and complete the tasks of future school improvement, strategic leaders must see beyond the present. In other words, school administrators should have a strategic plan to support and advance the professionalism of teachers and give them the knowledge, abilities, and motivation to make the right decisions for their professional practice.

### 3. METHOD

This research is descriptive research with a qualitative approach. The subject of this research is one of the teachers of SD Muhammadiyah Ambarbinangun. Researchers used interviews to collect data. The research tool used was an interview guideline adapted from previous research, it is (PRATAMA, 2019). The data analysis technique used in this research is qualitative data analysis, namely data reduction, data visualization, and conclusion drawing/verification

### 4. RESULT AND DISCUSSION

According to the findings of an interview one of the teachers of SD Muhammadiyah Ambarbinangun it was discovered that these teachers get training during she work in the school se said that the training help her to improve their capability and skill on teaching. It is because the training focuses on improving teacher competence in teaching. The teacher stated:

“When I was a teacher at school, there were several trainings I attended that were able to make a difference in my teaching. Coincidentally, the purpose of this training is to improve teacher competency.”

It is clear from the statement above that the training program gives teacher a great deal of worthwhile experience, particularly in the educational components. During the program, teacher also told the purpose of this training to improve teacher competency. It is clear that there is big effect from the training to teacher performance, the improvement of teacher skill is the form of professional development.

The material of training program develops and improve personal and pedagogic competence. It is also stated by the participant:

“What I remember most is the training to improve personal and pedagogic competence”

Positive effects on her teaching and the learning process are provided by the training themselves. The critical need for educators to serve as role models for social emotional competence can be kept in mind by educators who possess social emotional competencies including developing and expressing empathy for others, active listening, and good communication skills.

“So, at that training program we were given material, what are the forms of personality competence and what are the forms of pedagogic competence. If personality is like how should the teacher's attitude towards students. During this training we were taught how to communicate and approach students. In terms of pedagogics, there are many, but what I remember most is how to teach, good learning methods for students. Specifically, the student learning methods are different in each lesson. There are only learning methods that can be

applied in all subjects. Like brainstorming, etc..."

As Participant stated above, the most training is aimed at developing teacher competence in schools is related on personality competence and what are the forms of pedagogic competence. the participant learns how to teach, good learning methods for students, it is specifically, the student learning methods are different in each lesson. This is important knowledge for teacher professional development. Sahari (2018) in his research also stated that, teacher must be able to do the following in order to effectively carry out his or her duties: (1) effectively communicate with the audience; (2) conduct simple studies, especially when introducing children; (3) write the results of their studies; (4) prepare everything related to teaching preparation, including looking attractive and acting like a teacher; (5) be knowledgeable and prepared to respond to every question from students; and (6) present. So, originality and professionalism in the classroom are important.

## 5. CONCLUSION

Teachers' knowledge is a school resource. The most crucial resource for a company is knowledge because it is difficult to duplicate and relies, at the very least, on diversified capabilities and complicated knowledge to enable competition. According to this scientific theory, teachers need to actively pursue ongoing professionalism, with a special emphasis on the second

component, namely, scientific publication based on reports of research findings. Teachers have the chance to investigate their capacity to identify and formulate learning problems, identify solutions, carry out the necessary actions, and report the results in the form of a scientific paper through the completion of Professional development, all of which will enhance their pedagogical competence and professionalism. Teacher competency training as a form of best practice for promoting teachers' professional development is crucial things. It can be seen at the find in based on the interview, training really help participant to improve their skill. The personality and pedagogic training is the theme that teachers need to learn. It will help the participant to find new method and strategy to teach the student.

In this globalization era the student has a lot of different style of learning every subject and material have to deliver well. With training teacher can improve their skill and competence more. The participant also said that the effect of training has a big role to develop of teacher's professionalism and competence.

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