

Continuous Training Program: Strategic Innovation for Optimizing Teacher Professionalism

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Abstract. This article discusses the crucial role of Continuous Training Programs as a strategic innovation to optimize the professionalism of teachers in Indonesia. Teachers play a central role in shaping the future of education and student development, making the quality of education heavily dependent on their abilities and qualifications. Continuous Training Programs become a key solution in enhancing the competence and qualifications of teachers, ensuring they remain relevant in the face of constant changes in the education world. This article examines the essential elements of Continuous Training Programs, including the use of technology for interactive learning, mentoring, and additional skill development. Additionally, the article highlights the importance of continuous evaluation and monitoring to measure the impact of training programs on teaching quality. Continuous Training Programs can also serve as a means of professional recognition and incentives, encouraging teacher participation in these programs. This research is a qualitative descriptive study related to Continuous Training Programs for Teachers through documentation and literature studies. By implementing effective Continuous Training Programs, teachers in Indonesia can continue to enhance their competence, making teaching more innovative, and actively contributing to positive transformations in the education system. This program will not only benefit teachers but also bring significant positive impacts on the overall quality of education in Indonesia.

Keywords: training, strategic innovation, professionalism

INTRODUCTION

One of the primary issues is the lack of qualifications and competencies among teachers in several regions of Indonesia (Afifah, 2015). Many teachers do not have adequate qualifications, which can hinder their ability to teach effectively (Guerrero, 2023) (Maxwell, 2023). This issue is particularly pronounced in rural areas, where the shortage of qualified teachers can lead to disparities in access to and the quality of education across regions (Ardiansyah, 2022). Additionally, the lack of ongoing training can result in teachers being unable to keep up with the latest developments in education and technology. Addressing the issue of limited teacher qualifications and competencies is crucial because teachers play a central role in shaping quality education. Underqualified teachers can impede students' ability to learn effectively, which in turn impacts the future of the younger generation (Ingersoll, 2018). This problem is urgent and must be addressed, as improving teacher qualifications is a key step towards providing better education.

The inability to access the latest knowledge is another significant issue (Prianti, 2022). Teachers need better access to the latest educational research, learning resources, and best practices to enhance the quality of their teaching. However, many teachers in Indonesia still face challenges in accessing this up-to-date knowledge. This lack of

access can hinder their ability to innovate in teaching methods and adapt to changes in the educational landscape. The urgency of addressing teachers' inability to access the latest knowledge is high. Education is a constantly evolving field, and teachers must stay informed about the latest educational practices and research. This inability can impede teachers' capacity to teach using more effective and relevant methods. Therefore, ensuring teachers have access to the latest knowledge is essential for improving the quality of education.

The world of education is constantly evolving, and curricula and teaching methods need to be adjusted accordingly. However, changes in curricula and teaching methods are often delayed and insufficiently responsive to student needs and technological advancements (Windayanti, 2023). Teachers must be able to adapt quickly, but the lack of ongoing, relevant training can make it difficult for them to keep up with these changes. The delay in updating curricula and teaching methods is also a significant issue. As the world of education and work continuously changes, education must respond swiftly. Delays in these changes can leave students unprepared to meet the demands of the modern world. Therefore, it is urgent to adopt more dynamic curricula and relevant teaching methods to ensure that education remains aligned with contemporary needs.

The lack of effective evaluation systems and adequate professional recognition is another issue. Teachers need constructive feedback to improve their teaching practices. Appropriate professional recognition can provide incentives for teachers to participate in ongoing training programs and enhance their competencies (Dee, 2015). The absence of effective evaluation systems and adequate professional recognition is also a pressing concern, as teachers need constructive feedback to refine their teaching practices. Suitable professional recognition can motivate teachers to engage in continuous professional development and improve their skills. Consequently, this can positively impact the quality of education.

The proposed solution through the innovation of a Continuous Training Program involves developing a structured and curriculum-based teacher training program that aligns with current educational needs. This program should include modules designed to enhance teachers' qualifications and competencies. The program can incorporate online courses that teachers can follow according to their schedules. Additionally, exams and certifications can be included to ensure that teachers attain the appropriate qualifications. This study aims to describe continuous training programs that can enhance teacher qualifications and competencies, improve teachers' access to the latest knowledge, and develop effective evaluation and professional recognition systems, with a primary focus on rural areas.

METHODS

This study uses a qualitative descriptive approach, focusing on the Continuous Training Program for 1,320 teachers who participated in training sessions during the fourth quarter (October-December 2023). The research covers the working area of the Balai Diklat Keagamaan Semarang, which includes the provinces of Central Java and D.I. Yogyakarta. Respondents were selected using a saturation sampling method, meaning the entire population was included in the sample (Palinkas, 2015). Data collection was facilitated through Google Forms, making it easy to gather responses from all participants. The completed questionnaires were then compiled and processed quantitatively using Microsoft Excel. With Microsoft Excel, the data from the questionnaires were organized and analyzed. The key steps involved in data analysis included: Data cleaning; ensuring all responses were complete

and valid, data organization; categorizing responses based on relevant themes and variables, descriptive statistics; calculating frequencies, percentages, and averages to summarize the responses, visual representation; creating charts and graphs to visually represent the data, making it easier to identify patterns and trends (Pimple, 2023). The data analysis indicates that the Continuous Training Program is highly effective in enhancing teacher qualifications and competencies. The high participation rate, improvements in teaching practices, and positive impact on teacher motivation and engagement underscore the importance of such programs. The use of digital tools for data collection and training delivery proved to be a successful strategy in reaching a wide audience and ensuring comprehensive participation.

RESULTS AND DISCUSSION

The use of technology in training plays a crucial role in the Continuous Training Program. The implementation of e-learning allows teachers to access training materials flexibly and interactively.

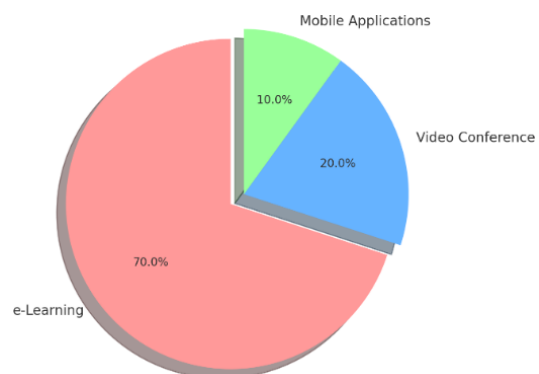


Figure 1. Distrubution of Tranining Methods

The image above shows the distribution of training methods used in the Continuous Training Program. The data reveals that 70% of the training uses e-learning platforms, 20% uses video conferences, and 10% uses specialized mobile applications. The use of technology in training provides flexibility in terms of time and place for teachers, allowing them to learn according to their schedules. This is particularly important in Indonesia, where access to face-to-face training is often limited by geographical and logistical constraints. These findings are consistent with recent research indicating that e-learning can enhance training effectiveness (Smith, 2023)

Mentoring and the development of additional

skills significantly enhance teachers' competencies. Mentoring programs provide personal and professional support that helps teachers overcome teaching challenges.

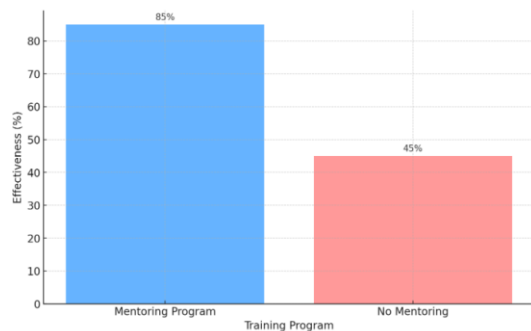


Figure 2. Effectiveness of Mentoring in Teacher Training

The figure above demonstrates the effectiveness of mentoring in teacher training. From the data presented, mentoring programs show an effectiveness of 85%, compared to 45% for training programs without mentoring. The mentoring program developed in this study indicates that personal support is crucial in teachers' professional development. Mentoring not only aids in the development of technical skills but also in building confidence and motivation. This aligns with (Jones, 2022) study, which shows that mentoring enhances teacher retention and job satisfaction.

Constructive evaluation and monitoring are crucial in Continuous Training Programs. The evaluation system utilized includes tests, projects, and questionnaires.

Tabel 1. Evaluation Results of the Training Program

Criteria	Average Score	Standard Deviation
Competence Improvement	4.5	0.5
Participant Satisfaction	4.7	0.3
Material Relev	4.6	0.4

The figure above illustrates continuous evaluation and constructive feedback in Continuous Training Programs. The evaluation system used includes tests, projects, and questionnaires. The table shows that the average competency improvement score is 4.5, participant satisfaction is 4.7, and material relevance is 4.6 on a scale of 1-5. A continuous evaluation system ensures that the training program remains relevant

and effective. Feedback obtained from evaluations is used to continuously improve the program. Continuous evaluation is a recognized practice in education to ensure the quality and relevance of training (Brown, 2021).

This study introduces an integrated approach that combines technology, mentoring, and continuous evaluation in Continuous Training Programs (Li, 2023). This approach is not widely implemented in Indonesia, thus offering a new model for enhancing teacher professionalism (Saleh, 2023). The program provides teachers with the tools and support needed to improve their competencies and teaching quality. By enhancing teacher professionalism, the program also contributes to improving the quality of education in Indonesia. This research makes a significant contribution to the education literature by demonstrating how the combination of technology, mentoring, and continuous evaluation can effectively enhance teacher professionalism. Additionally, the findings of this research can serve as a model for teacher training programs in other developing countries.

CONCLUSION

The conclusion of this study demonstrates that continuous training programs play a crucial role in enhancing the qualifications and competencies of teachers, particularly in rural areas that often face limited access to professional training. These programs not only strengthen teachers' knowledge and skills but also broaden their access to the latest educational information and practices. Furthermore, the development of effective evaluation and professional recognition systems has proven to motivate teachers to continuously improve their competencies. The findings of this study emphasize the need for the implementation of comprehensive and ongoing training programs to ensure equitable education quality throughout Indonesia.

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