

## THE ROLE OF IN-HOUSE TRAINING ACTIVITIES IN IMPROVING TEACHER PEDAGOGIC COMPETENCE

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**Abstract :** *Pedagogic competence is one of the main competencies that must be possessed by a teacher. Having pedagogical abilities will help the professionalism of teachers, so that they become different from other professions. However, it is still a problem when teachers have not mastered these competencies, it can be seen from the number of teachers who have difficulty understanding the characteristics of students or teachers have not been able to arrange meaningful learning activities. So that teaching and learning activities are only limited to presenting learning material. From some of these problems, researchers conducted research on one of the activities aimed at improving the pedagogic competence of teachers. This activity is often called In House Training. The purpose of this study was to determine the increase in teacher pedagogic competence through In House Training activities at the Integrated Islamic Elementary School in Sukabumi City. The research method uses descriptive qualitative. The data collection techniques used were observation, interviews and field notes presented through discussion descriptions. The results of the study indicate that the existence of In-House Training activities can improve the pedagogic competence of teachers.*

**Keywords:** *In-House Training, Pedagogics, Teachers, Elementary Schools*

### Introduction

Teachers are the pillars of education. Therefore, the success of education in a country is strongly influenced by the strategic role of teachers. That is the reason the competence of teachers must continue to be improved along with the times. Teachers have a very heavy task load, not only responsible to their students, but also to the state. Teachers even have a central role in efforts to realize the goals of national education. In Law no. 14 yrs. 2005 Article 8, written several things that must be owned by teachers and lecturers, namely: 1). Academic Qualifications, at least pass the Bachelor or Diploma level 4. 2). Competence, which will be emphasized again during teacher professional education. 3). Educator Certificate, is given after carrying out teacher certification and is declared to have met professional standards. 4). Physically and Spiritually Healthy. 5). Have the ability, to support the realization of the National Education Goals. (Pintek, 2020).

As explained above, teachers must have competencies that can support their professional duties. Based on the law, there are 4 competencies that must be possessed by a teacher, namely: a). Professional Competence, b). Pedagogic Competence, c). Personality Competence and d). Social competence. Among these 4 competencies, which represent several other competencies, one of which is pedagogic competence. This is because

pedagogic competence is a competency that requires teachers to be able to develop their social skills for students. Able to communicate well to understand students. In addition, with pedagogic competence, teachers are required to be able to manage learning with a series of learning tools or devices to support the success of the student learning process. With pedagogic competence, a teacher is required to be professional in managing the learning process. And the main thing about this competency is that teachers can transfer their personality traits to students so that this profession has a uniqueness with other professions.

Pedagogic competence is one type of competence that absolutely needs to be mastered by teachers. Pedagogic competence is basically the teacher's ability to manage student learning. Pedagogic competence is a distinctive competence, which will distinguish teachers from other professions and will determine the level of success of the learning process and outcomes of their students. This competency is not obtained suddenly but through continuous and systematic learning efforts, both during the pre-service period (teacher candidate education) and while in office, which is supported by the talents, interests and other teacher potential of each individual concerned (Sapoetra, 2017).

Basically, pedagogic competence is the ability of a teacher in understanding students, designing and implementing learning, developing students, and evaluating student learning outcomes to actualize their potential (Farhan, 2020). More broadly, this type of competency refers to the skills of a teacher to manage the learning process and also regulate interactions in the learning activities. This interaction can come from the teacher and the student or the interaction between one student and another. A teacher through this competency is not only able to explain the material but is able to package it well. So that the material is easier to understand, sounds more interesting so that it gets the attention of students, and is able to turn on a conducive learning atmosphere. In addition, the skills to engineer learning.

There are at least 7 aspects of Pedagogic competence that must be mastered, namely:

- ). Characteristics of the students. From information about the characteristics of students, teachers must be able to adapt to help learning for each student. Characteristics that need to be seen include aspects of intellectual, emotional, social, moral, physical, etc.
- ). Learning theory and teaching principles of learning. The teacher must be able to explain the theory of the lesson clearly to the students. Using a particular approach by applying creative strategies, techniques or methods Curriculum development. Teachers must be able to compile a syllabus and lesson plans in accordance with the provisions and needs. Developing curriculum refers to relevance, efficiency, effectiveness, continuity, integrity, and flexibility.
- ). Educational learning. The teacher does not only deliver the subject matter, but also provides assistance. Subject matter and material resources must be optimized to achieve these goals.
- ). Development of the potential of students. Every student has different potential. Teachers must be able to analyze this and apply appropriate learning methods, so that each student can actualize his potential. How to communicate. As a teacher, you must be able to communicate effectively when delivering teaching. Teachers must also communicate politely and empathize with students.
- ). Assessment and evaluation of learning. The assessment

includes the results and the learning process. Done continuously. Evaluation of the effectiveness of learning must also be done (Pintek, 2020).

Meanwhile, Inhouse Training is sometimes also written as Inhouse Training so that in short IHT is training organized by an agency or company for its employees (Romeltea, 2022). In general, the function as well as the purpose and benefits of In House Training is to increase the knowledge, insight, and skills of employees to support the performance and success of the agency/company work program. In "cliche" language, the function of inhouse training is to "improve the quality of Human Resources (HR)" in order to achieve the vision and mission of the agency/company organization. In addition to improving the quality of human resources, In House Training can also strengthen the sense of kinship and togetherness among employees. In House Training materials or themes are usually related to special skills or expertise needed by companies/agencies from their employees.

In House Training activities are one of the strategies used in the development and improvement of human resources, this is also applied in educational institutions such as at various levels of schools, both public and private educational institutions. One of the functions of this activity is to improve teachers' abilities and understanding of various sciences that must be possessed or developed so that the learning process can have implications for changes in students' knowledge, skills or affective sides.

## **Method**

The method used in this research is a qualitative-based approach. This is used because the researcher aims to describe the research results obtained from information and data sources in the field. This study explains phenomena, direct events or social activities, attitudes, beliefs, views and thoughts of people, either individually or in groups in revealing facts and data in the field (Sukmadinata, Nana, 2008). *Purposive Sampling* was used in this study, based on certain considerations. In this study, data were determined from the principal, representatives of teachers and students of the Integrated Insani Islamic Elementary School, through interviews and direct observation. The researcher acts as an instrument in this study, in addition to using observation guidelines, interview guidelines and the media used for documentation, either video, print or sound (Rubino, 2011). In data processing activities, research uses a qualitative approach which is carried out with interactive methods that are carried out continuously so as to produce answers related to answering research problems (Sugiyono, 2019).

## **Results and Discussion**

In house training is an activity that has the function and purpose to improve and develop various potentials or capabilities of human resources in an institution. In this case, IHT is expected to increase the ability or develop the knowledge of educators or teachers in managing a learning process. So that the output of students who have a complete understanding of the learning outcomes is obtained.

The pedagogic competence of teachers at the Insani Islamic Elementary School in Sukabumi City is a teacher who has good teaching abilities and commitment. In terms of ability, the teacher has met the academic qualifications so that the teacher is able to master the learning materials according to the subjects they teach, and apply various scientific methodologies in learning. This is in accordance with Law No. 14 of 2005 (Qoqazroqu, 2013) concerning Teachers and Lecturers which states that professional competence is the ability to master subject matter broadly and deeply which includes mastery of subject curriculum materials in schools and the scientific substance that overshadows the material, as well as mastery of the structure and scientific methodology.

In addition, the condition of the ability of professional teachers at the Integrated Insani Islamic Elementary School has been able to understand the set of tasks that must be carried out by a teacher in connection with his profession as a teacher, this task is closely related to teacher competence. This is in accordance with Munandar's opinion (Yamin and Maisah, 2010) that competence is the power that is carried out to perform an action as a result of its nature and practice. However, there are still many conditions for teachers who are *fresh graduates* or have just left the formal educational path as teachers, so they have not been able to master all the competencies that should have been fully owned by a teacher or educator. And the thing that was found the most after conducting observations and interviews in the field was the mastery of pedagogic competencies.

Teachers in some conditions have not been able to give full attention to students, teachers also have not been able to condition students in some circumstances, as well as some administration related to classroom management or learning. So that in some classes it is still seen that the situation and condition of students is not good. Or there are some students who feel uncomfortable with the presence of the teacher. In addition, the results of interviews with school principals stated that there were some teachers who were still unable to provide learning materials with good techniques or strategies. Dari beberapa permasalahan tersebut kepala sekolah mengadakan beberapa kegiatan yang diharapkan mampu menjadi solutions to make teachers more competent in teaching. The In House Training activities carried out at the Integrated Insani Islamic Elementary School are held annually before the new school year, by bringing in several presenters who are tailored to the needs of teachers seen from the results of teacher performance evaluations in the form of supervision or special teacher competency tests for school standards.

The following are some of the In House Training activities carried out according to the results of the documentation:





**Figure 1.** Implementation of In House Training

In the implementation of In-House Training activities at the Insani Insani Islamic Elementary School Sukabumi, researchers were directly involved in the activities, so that in addition to acting as information seekers, researchers could also participate by observing and taking notes directly on the object of research, namely by observing activities activity being researched. The reason the researcher was able to directly participate in the In-House Training and Workshop activities was because the researcher had settled as a teacher educator at the Sukabumi Insani Integrated Islamic Elementary School, so that in this research study it could provide very accurate information.

From some of the documentation above, information was obtained that the In House Training activities carried out have the aim that schools have new strategies every year in managing students and teachers so that they are more dynamic and can bring out creativity (Anggraeni et al, 2022). This can have a positive influence on all stakeholders in the school. Thus, the general learning objectives can be achieved.

The provision of In House Training materials is taken from various experts who will support teacher performance. Such as from the Sukabumi city education office regarding new curriculum changes or learning administration. In addition, they bring special trainers related to the management of the institution. In addition, because it is based on an Islamic school, it requires strengthening and training related to Islamic insight and skills.

The time allotted for In House Training activities is usually within a week or so, because it is not only theoretical training but also practical results from theoretical results. Every teacher is ensured to follow a predetermined schedule in the hope of getting the same information and knowledge. So that the atmosphere is not stressful, activities are usually carried out outside of school.

As is known by the researcher, the steps for the IHT (In-House Training) activity at the Sukabumi Insani Integrated Islamic Elementary School above, can be described as follows: 1.) The agenda for the first day's activities was carried out in a closed room such as a classroom or meeting room. 2.) Implementation time starts in the morning starting at 08.00 WIB until finished. 3.) The schedule of activities has been determined by the implementing committee in determining the days and dates such as Saturdays and semester long holidays; 4.) The timing of the completion of the program is determined by the foundation's policy and the principal's decision. 5.) For the initial activities, it starts with the principal's remarks to provide guidance and motivation (Riswanto, 2016) as well as the goals of the institution's vision and

mission, followed by opening remarks by the chairman of the foundation and the head of the school committee to provide the expectations achieved in the activity process (Riswanto & Aryani, 2012); 6.) The next step is to form a sitting circle formation for each subject teacher; 7.) For the division of teacher tasks, it can be done by dividing into two parts. Class teachers and subject teachers. 8.) Distribution of handouts as material to be reviewed in the activity agenda; 9.) The core activities are carried out with gifts from resource persons. 11.) Minutes and minutes of activities provided by the committee; 12.) Attendance of participants during the activity; 13.) Consumption available for members and the implementing committee; 14.) Rest has been arranged in the activity agenda for four hours starting from the activity in progress, the break is 45 forty-five minutes from 12:00) for the midday prayer until 12:45, then resumed. 15.) The closing was carried out by the principal's remarks in directing the objectives and visions of the activities, as well as the hopes that the implementation of IHT (In-House Training) and Workshops could provide changes to the educational process that could improve the competence of teachers in educating students. 16.) Closing is done by praying together.

From several interviews with teachers, they felt the positive impact of each In House Training activity. This can also be seen from the many changes that exist in the management of teacher administration, conditioning students in the classroom or increasing enthusiasm in the classroom.

In House Training is an activity organized by a school in order to improve the competence of teachers and employees. IHT is of course very important as one of the CPD (Continuous Professional Development) that must always be done by teachers to maintain their quality. Based on several previous research results, it was found that In House Training activities can: a). Improving competence and optimizing the role of teachers, especially subject teachers in schools so that they can present subject matter properly and correctly. b). Growing professional commitment of teachers in improving mastery of curriculum and preparation of lesson plans. c). Improving knowledge, abilities and skills in learning management and presenting subject matter in accordance with the school's Learning Implementation Plan. d). Applying the results of activities to students in the hope that it will lead to improving the quality of education (Nugroho, 2021).

Some of the advantages of In House Training activities include: 1). The content of the training material is more specific because it is tailored to the wishes of the client agency. 2). More focused because all participants come from the same agency so that cases and problems will be discussed according to need. 3). The training provider will conduct a preliminary survey to conduct interviews in the training need analysis process as input to focus more on the core problems that exist in the client agency. 4). Trainers can easily collect initial data such as problems, needs, backgrounds and expectations from client agencies. So that it can help trainers in formulating training goals, making training designs, building plots, creating cases, choosing methods and others. 5). Client agencies can provide input or messages that want to be inserted between the contents of the training material. 6). Client

agencies can request special training materials that are not on the existing training list. 7). In the long term, in terms of cost, result, time and impact, **in-house training** is more effective than public training (Kanaka, 2022).

One strategy to improve the quality of quality education is: by improving the results of the learning process carried out by teachers for their students, so that the process can be pursued through the development of teacher pedagogic competencies, because teachers have an important role in understanding the development of students. Therefore, an effective program to develop teacher pedagogic competence in improving learning and helping teachers who have difficulty in educating children is a teacher competency development program through IHT (In-house Training) activities, Lesson Study, school partnerships, internal coaching by schools and workshops that can be carried out by all school institutions (Suroya, 2019).

After seeing the various objectives, functions and benefits as well as the process in In House Training activities at an educational institution. As well as seeing the basic needs in the teaching profession, namely mastery of teacher competencies, one of which is pedagogic competence. Data can be obtained, these activities are able to be a supporting factor for increasing teacher pedagogic competence by seeing the positive impact after the activity takes place.

## Conclusion

This research can reveal that In House Training activities can improve the pedagogic competence of teachers in school management. this activity can be done in a more frequent time span so that the various abilities that the teacher must have or develop are far more numerous. And by bringing in experts according to the needs of the teacher, it will really help increase abilities better than before. The recommendation from this research is that In House Training activities can be carried out in an open place which can relax the participants or teachers so that they can bring much better inspiration, enthusiasm and creativity. In addition, activities can be carried out separately in several fields. This study has limitations, including the factors studied, which are broad in scope and only in one school at the Insani Insani Islamic Elementary School, Sukabumi. So for future researchers, they can conduct research on other learning with broader themes. In addition, due to time constraints, researchers only used research instruments in the form of data from documentation and interview guides. So that in the future, researchers can take another approach that is more complete with a longer time.

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