



IMPLEMENTATION OF IN-HOUSE TRAINING (IHT) PROGRAMS IN IMPROVING COMPETENCE AND LEARNING QUALITY: A CASE STUDY AT SMP NEGERI 13 MALANG

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Abstract

This study aims to explore the implementation of the In-House Training (IHT) program at SMP Negeri 13 Malang in improving teacher competence and learning quality. The researcher used a qualitative approach with a case study method involving in-depth interviews with the Deputy Head of Curriculum and several teachers participating in the IHT. The data were analyzed thematically to identify the main themes related to the implementation and impact of the IHT. The results of the study indicate that the IHT program was conducted twice during the academic year, designed based on supervisory analysis, teacher interviews, and input from various stakeholders. The program involved teachers from planning, implementation, to evaluation. IHT had a positive impact, including improving teachers' competencies in managing learning, integrating technology, and innovating for classroom learning, which also contributed to improving the quality of learning at the school. This study found that IHT was effective in improving teacher professionalism and the quality of learning and could serve as a model for competency development at schools. However, improvements are still needed for long-term evaluation after the IHT program is implemented.

Keywords: In-House Training; Teacher Competency; Learning Quality

1. Introduction

The development of educational human resources is necessary to achieve quality learning. The development of educational human resources is a process to improve the quality of educators so that they master the knowledge, skills, expertise, and insights in line with developments in science and technology. Human resource development in education can be carried out in several ways, including: (1) equivalence and certification programs; (2) integrated competency-based training programs; (3) supervision programs; (4) empowerment programs; and others (Ulfatin and Triwiyanto; 2022).

According to Aqliyah (2020), school principals, as key controllers in their roles as designers, organizers, implementers, managers of educational personnel, and supervisors of educational programs, certainly have their own ways of improving the quality of learning in the schools under their leadership. As stated by Ulfatin and Triwiyanto (2022), initiatives that school principals can take to enhance teachers' professional competencies can be implemented through educational competency development programs. According to Aditama et al. (2023), competency development activities can be carried out by a group of people, organizations, or specific institutions, where in this case it is an educational unit to improve the quality of its human resources. Educators deemed professional must meet several criteria, including: (1) extensive knowledge in their field; (2) the ability to communicate effectively with students; (3) creativity and productivity; (4) pedagogical skills that must be continuously developed; (5) demonstrating a strong work ethic and dedication to their profession; and (6) engaging in continuous professional development (Lilies in Zulaikah et al., 2022). One of the human

resource development programs for educators that can be selected to enhance teachers' competencies is through a training program known as In-House Training (IHT).

In-House Training (IHT) has the same meaning as in-service training. According to Nawawi in Susanto (2019), in-service training is an effort to improve teachers' knowledge and skills in a particular field in line with their duties so that they can increase efficiency and productivity in that field. Meanwhile, according to Sholikhan (2020), In-House Training (IHT) is an internal training program for a group of teachers, schools, or other institutions with the aim of improving teachers' competencies and careers externally, which can also be done internally. In-House Training (IHT) activities are considered important for improving the personal competencies of educators so that they can also improve the quality of their teaching in the classroom. According to Nuruningsih and Palupi (2021), the general objective of the In-House Training (IHT) program is to improve competencies and optimize the potential of existing resources with the available equipment and materials. Meanwhile, according to Jayadipura (2018), the purpose of In-House Training (IHT) is to develop competencies in the form of skills, knowledge, and attitude.

Previous researchers who also studied In-House Training (IHT) assessed that IHT had a positive impact on improving teacher competence. As demonstrated in a study conducted at SMP Negeri 5 Sungai Kakap by Arip (2021), In-House Training (IHT) was effective in improving teachers' ability to use learning media, with an average score of 58.57% before the In-House Training (IHT) program was implemented, increasing to 82.85% after the program was implemented. Another study conducted by Suhartini (2021) at SD Negeri 5 Temulus found that the implementation of In-House Training (IHT) was deemed capable of improving teachers' ability to develop Independent Learning Lesson Plans (RPP), with only 17% of teachers in the "good" category before the In-House Training (IHT) program was implemented, while after the In-House Training (IHT) program was implemented, this increased to 83%.

One educational institution that implements an In-House Training (IHT) program is SMP Negeri 13 Malang. This program is implemented with the aim of improving teachers' abilities to manage classroom learning in accordance with relevant needs and to address challenges or problems that arise at school with academic guidance from various sources. Therefore, the purpose of this study is to determine how the implementation of In-House Training (IHT) at SMP Negeri 13 Malang can influence teacher competence and the quality of learning at the school. This study is expected to contribute to the development of similar training programs in other schools and strengthen the understanding of the effectiveness of In-House Training (IHT) as a strategy for developing teacher professionalism.

2. Method

This study uses a qualitative approach with a case study research design. According to Sugiyono in Safarudin, et al. (2023), qualitative research is a research method used to study natural conditions (as opposed to experiments) in which the researcher is the key instrument. Patton in Assyakurrohim et al. (2023) explains that case study research is preferred in qualitative research because it provides the depth and detail needed to understand a phenomenon. Qualitative research with a case study design was chosen because it allows researchers to understand phenomena in depth through descriptive and interpretive data collection. In this case, the research aims to explore and provide an opportunity for in-depth

analysis of the specific situation at SMPN 13 Malang regarding the implementation of IHT and its impact on teacher competence and learning quality.

This research was conducted through in-depth interviews (semi-structured interviews) with several informants. According to Sutopo in Safutra (2021), in-depth interviews are a process of obtaining information for research purposes through face-to-face question and answer sessions between the interviewer and the respondent or interviewee, with or without the use of interview guidelines, in which the interviewer and informant have been involved in social life for a relatively long time. Research informants play a very important role in research. Research informants must be arranged before the researcher is ready to collect data (Moelong in Safutra; 2021). The researcher conducted these interviews with the curriculum coordinator as the coordinator of the In-House Training (IHT) program and several teachers who had participated in the IHT program at SMP Negeri 13 Malang. These interviews were conducted as a comparison (triangulation) of the interview results to ensure the validity of the data obtained.

The data obtained by the researcher through interviews will be analyzed using thematic analysis techniques, which include: (a) transcription of interviews; (b) grouping findings to identify main themes; (c) compiling narratives based on previous themes; and (d) linking findings to theories of teacher professionalism development and comparing them with similar studies. The validity of the data obtained by the author will be ensured through comparison of information (triangulation) from subjects (curriculum coordinators and several teachers).

3. Results and Discussion

3.1 Result

The researcher will describe the research results in the form of field data sourced from the research focus that has been compiled in relation to the implementation of In-House Training (IHT) in improving competence and learning quality at SMP Negeri 13 Malang in this research. The data to be described was obtained through in-depth interviews (semi-structured interviews), which are expected to contribute to schools developing similar training programs as a strategy for enhancing competencies and the quality of learning.

3.1.1 Implementation of In-House Training (IHT)

In-House Training (hereinafter referred to as IHT) is a program held once every semester or twice a year at the school. IHT aims to improve teachers' teaching competencies. Before conducting IHT, SMP Negeri 13 Malang conducted an analysis of teachers' needs. The results of this analysis were obtained through teacher supervision observations by the school principal, direct interviews with teachers, student report card results each semester, feedback from parents during semester meetings, and observing the dynamics within the school to determine what objectives should be achieved through IHT. As stated by Mrs. Susan, the Deputy Curriculum Coordinator and IHT Program Coordinator at SMP Negeri 13 Malang:

We have designed this IHT program to consist of two meetings per academic year, or one meeting per semester. Before implementing the IHT program, we will conduct several analyses. The first is based on the annual educational reports, followed by observations of teacher supervision by the school principal, direct interviews with teachers regarding

students' semester reports, feedback from parents during semester meetings, and monitoring the dynamics within the school.

The implementation of IHT at SMP Negeri 13 Malang certainly involves teachers as organizing committee members who are selected on a rotating basis so that all teachers can actively participate in planning the IHT. They are involved in planning the methods to be used, the stages of implementation, and the selection of resource persons to deliver the IHT material.

The methods used vary depending on the theme chosen, so the media used also follow or are adapted to the established methods. However, the method currently frequently used by SMP Negeri 13 Malang is the group discussion method conducted after the presentation of the material is completed using written media. The implementation stages of the IHT begin with scheduling before the new academic year through the RPP (which should be finalized by May), based on previous factors. Following this, a committee is formed involving several teachers, the IHT program is implemented, and finally, an evaluation is conducted. When implementing IHT, which requires resource persons, the committee selects resource persons based on input from the principal, other teachers, and school supervisors to ensure the relevance of the material to the needs of improving teachers' social and emotional competencies. It is not uncommon for resource persons to come from the teachers themselves. All teachers at SMP Negeri 13 Malang are required to participate during the IHT program.

3.1.2 Impact of In-House Training (IHT)

Through the IHT program, Ms. Susan hopes that the material presented is relevant to the needs, so that there is an increase in teacher competence after participating in this program. The success indicators of the IHT program are seen from the materials or topics selected (through a satisfaction survey of teachers after the IHT was implemented), an increase in teacher discipline, and also an increase in teacher competence in the classroom. The impact expected by Mrs. Susan as the implementer was felt by Mrs. Agustin, who mentioned that the material presented was relevant to her needs as a teacher. Mrs. Agustin's opinion was agreed upon by Mrs. Sundari, who stated the following:

That's right, the material presented was interesting and very inspiring for me as a participant in the IHT program. Especially when it came to the material on diversity, it was very relevant to the field that I and other Pancasila Education teachers teach to students.

Improvements in teacher discipline can be seen from the number of teachers who arrive at work on time, or the number of teachers who are present in class according to the lesson schedule to carry out the teaching and learning process. Meanwhile, improvements in teachers' competencies in the classroom include how they teach, whether there has been an improvement in students' report card grades, how teachers manage learning in the classroom to meet students' needs and remain innovative and adaptive in presenting learning materials, and whether students enjoy participating in classroom learning.

The impacts mentioned above have been felt by other teachers who also participated in the IHT program. They mentioned that after participating in the IHT program, they felt motivated to create variations through the development of learning modules, began experimenting with technology, and were able to create a different learning atmosphere in the classroom. For example, whereas previously the focus was solely on the teacher, they now

integrate games into the learning process to prevent students from becoming bored and to avoid monotonous lessons.

Teachers who participated in the IHT program also felt more confident in integrating technology into their teaching, as stated by Ms. Agustin:

I use technology in my teaching, for example by conducting quizzes through Educaplay, Wordwall, etc. In addition, I also started implementing icebreakers in the middle of the lesson to make students who might have been sleepy become more enthusiastic.

Mrs. Sundari also believes that, in addition to the improved competencies of teachers, the quality of learning in the classroom has also improved. This aligns with what Mrs. Sundari stated as follows:

The quality of learning in the classroom has improved, and students have become more confident in expressing their opinions without fear of being wrong. In addition, report card grades in several classes have also improved. This is evident from the final results, process scores, and students' enthusiasm in participating in learning. I have also asked for feedback from students on several occasions, and the results show that they feel the media and methods currently used are more in line with their expectations.

3.1.3 Evaluation and Follow-Up

The IHT program evaluation was conducted through a survey immediately after the IHT program ended on the same day via a Google form, so that teachers who had obstacles, challenges, or feedback regarding the implementation of the IHT program could provide their input directly. For example, the IHT implementation time was too short, or the resource persons were not informative enough. Additionally, the evaluation was measured through pre-tests and post-tests administered to teachers to assess the effectiveness of the training they had participated in, as well as by reviewing the results of tasks assigned to the teachers. However, the IHT program at SMP Negeri 13 Malang has not yet implemented mid-term or long-term evaluations from the school. Therefore, the evaluation conducted was merely a direct feedback session without further discussion regarding the official results of each teacher.

The same sentiment was shared by several teachers who mentioned that the implementation of the IHT program is still constrained by time. They suggested that in future IHT programs, the time allocated could be longer and more structured. Additionally, they proposed the idea of having a certificate as proof of participation in the IHT program.

3.2 Discussion

Based on the findings of the study related to the implementation of In-House Training (IHT) in improving competence and learning quality at SMP Negeri 13 Malang, which has been described previously, the researcher will analyze the research findings in accordance with the theoretical study and facts in the field based on the interview results. This discussion will present and explain the findings in accordance with the research context in order to provide more detailed and comprehensive information.

3.2.1 Implementation of In-House Training (IHT)

Ningsih (2024) states that IHT is a training program conducted in-house or by the school to improve teacher professionalism, competence, and performance. Khadse et al. (2022) also agree that IHT is a type of training program that relies on the expertise and resources of the organization itself (internal) to develop and improve competencies according to needs. Furthermore, Basri in Fadil and Aryani (2021) states that IHT is a training program that occurs at the request of certain communities, whether profit or non-profit organizations. Based on these three opinions, the IHT program held at SMP Negeri 13 Malang is conducted at the school itself on a regular basis, once every semester, and is consistent overall. They conduct IHT because of requests, followed by a needs analysis process. However, this differs slightly from the opinion of Khadse et al. (2022) because at SMP Negeri 13 Malang, in addition to inviting speakers from within the school (internal educators), they also invite speakers from outside the school.

The purpose of the IHT program at SMP Negeri 13 Malang, which is to improve the competence of teachers as educators, can be said to meet the criteria based on the objectives of IHT as stated by Simamora in Tatik (2023) and Zulaikah, et al. (2022). Simamora in Tatik (2023) states that IHT aims to equip, enhance, and develop teachers' competencies to continuously improve their productivity and well-being. Zulaikah et al. (2022) state that the IHT program aims to enhance teachers' competencies in nurturing students so that they can produce high-quality graduates and, specifically, improve the quality of education in Indonesia.

The implementation stages of the IHT program at SMP Negeri 13 Malang, which include scheduling, forming a committee, needs analysis, determining and developing the training program, implementing the IHT program, and followed by evaluation, are in line with educational management studies that at least cover planning, development, implementation, and supervision (Wajdi et al., 2024). Ulfatin and Triwiyanto (2022) also explain the same thing, that there are several steps that must be taken to create a training program, namely: (1) determining needs; (2) determining objectives; (3) determining program content; (4) identifying learning principles; (5) implementing the program; and (6) evaluating the success of the program.

The needs analysis of the program conducted by SMP Negeri 13 Malang is to identify what teachers need as educators in schools to improve their professionalism, so that the material presented during the IHT program remains relevant to the needs and desires of educators. This aligns with the perspective shared by Antono in Ali and Takdir (2021), who state that in IHT, the information, data, and facts presented by trainers must align with the needs of the organizing institution. According to Lekamge et al. (2018), if a program is implemented without a needs analysis, there is a risk that educators may feel increasingly unable to integrate the theory presented into their practice directly, feel pressured due to hindered competency development, or face other challenges.

3.2.2 Impact of In-House Training (IHT)

The indicators for measuring the success of the IHT program at SMP Negeri 13 Malang are in line with the indicators for successful teaching by qualified teachers as proposed by Ningsih (2024). These indicators state that the success of quality teaching can be assessed based on the quality of the learning process and outcomes of students, the improvement in

teachers' quality through their mastery of competencies—both academic and their application in serving students—and the growth of professional spirit among teachers.

The impact of the implementation of IHT at SMP Negeri 13 Malang can be said to have been achieved in accordance with the previously formulated objectives. This is because IHT has improved teachers' competencies in managing classrooms, developing learning modules, and successfully integrating technology into learning, such as using Educaplay and Wordwall. Teachers at SMP Negeri 13 Malang have become more confident in applying innovative teaching methods, such as using ice-breaking activities to maintain students' enthusiasm. When considering the relevance of the materials during the IHT, SMP Negeri 13 Malang successfully implemented the analysis conducted prior to the IHT program, ensuring that the materials provided were relevant to teachers' needs. As a result, the quality of classroom instruction has improved, as evidenced by increased student enthusiasm and improved teacher discipline.

The various impacts felt by teachers at SMP Negeri 13 Malang are in line with the impacts reported by teachers from several schools, as written by the admin of SMA Negeri 1 Nganjuk (2024), that teachers who participated in the IHT program were able to improve their pedagogical competencies, including the development of learning tools and good classroom management. Wirda (2021) also mentions the same thing, that through the implementation of IHT, positive impacts can be generated on teachers' ability to utilize information technology in creating interactive and relevant learning materials. Additionally, the administrator of MA Negeri Bengkayang (2023) states that the IHT program has proven to assist teachers in optimally utilizing technology in teaching, thereby making the learning process more interactive and enjoyable. Furthermore, through the IHT program designed to meet the specific needs of schools and teachers, relevant and targeted materials can be presented, thereby improving the quality of learning in the classroom, including student enthusiasm, discipline, and teacher confidence (Mayangthika; 2024).

3.2.3 Evaluation and Follow-Up

The success or failure of a program needs to be known, as does the implementation of the IHT program. To determine whether the IHT program is successful or not, an assessment (evaluation) needs to be carried out. Evaluation is an assessment of activities or programs that have been carried out so that their quality and results can be determined (Mekawati, et al.; 2023). The purpose of evaluation is to determine the extent to which the success of the activities or programs carried out has been achieved (Hasibuan, et al.; 2022). According to Fachrurazi (2017), the results of this evaluation can be used as a basis for improving and enhancing the quality of the program's processes and outcomes by applying principles such as: (1) validity; (2) educational value; (3) orientation; (4) fair and objective; (5) open; (6) continuous; (7) comprehensive; and (8) meaningful. Based on the research findings, in the implementation of the IHT program, SMP Negeri 13 Malang has applied evaluation in the final assessment of the program's implementation. This proves that SMP Negeri 13 Malang has carried out assessments in the IHT program in accordance with educational management theory.

Evaluation techniques can be conducted in various ways. For example, observing participants' ability to complete worksheets based on the materials provided, task completion, and so on (Sawati and Wulandari; 2023). Based on research, the same approach was

implemented at SMP Negeri 13 Malang, which conducted surveys using Google Forms and assessments through pre-tests and post-tests for trainees. However, according to Means et al. (2010), the use of digital tools in evaluation (such as Google Forms) should be complemented with further qualitative or quantitative data analysis. Therefore, SMP Negeri 13 Malang still needs to adjust to this, as its implementation is limited to form completion without follow-up monitoring in its program evaluation.

According to research conducted by Pena and Krisdiantoro (2022), short-, medium-, and long-term evaluation and monitoring after IHT is carried out is very important because teachers' abilities do not immediately increase just because of IHT activities alone. Teachers still require intensive guidance, monitoring, and evaluation as follow-up measures. Kirkpatrick (2009) also notes that evaluation must encompass the long term. In the context of IHT programs, this could involve monitoring changes in teachers' teaching behaviors to ensure the program's success. In the book written by Darling-Hammond et al. (2017), it is mentioned that the issuance of training certificates can enhance teachers' motivation and acknowledge their participation in part of the IHT program, thereby qualifying it as an effective competency development program. However, in reality, SMP Negeri 13 Malang has yet to implement long-term evaluation or follow-up measures regarding this matter. SMP Negeri 13 Malang has also not yet implemented the issuance of training certificates to participants. Therefore, SMP Negeri 13 Malang should implement medium- or long-term evaluations not only to improve the insufficient time allocated for implementation but also to maximize and ensure that the new knowledge acquired by teachers after participating in the IHT program remains sustainable in terms of teaching quality and to enhance teacher motivation.

4. Conclusion

The In-House Training (IHT) program implemented at SMP Negeri 13 Malang is conducted twice each academic year, with the aim of improving teacher competence and the quality of learning. Through needs analysis, planning, implementation, and program evaluation, IHT has had a positive impact, such as improving teacher discipline and innovative abilities in using technology and interactive learning methods, as well as improving the quality of learning in the classroom. However, the evaluation of the IHT program at SMP Negeri 13 Malang is still limited and focuses solely on short-term evaluations, necessitating the development of long-term evaluations to ensure the sustainability of the program's impact on participating teachers. Therefore, overall, it can be said that the In-House Training (IHT) program implemented at SMP Negeri 13 Malang aligns theory with practice, but still requires some adjustments and improvements in terms of program evaluation.

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