

Model on the Job Training Based on the Increasing of Teachers Competence Basic School

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Abstract

The purpose of this study is to produce an "on-the-job training (OTJ-T) model based on increasing the competency of elementary school teachers. data collection, researchers use primary and secondary sources by using various instruments, namely questionnaires, observations, interviews, and collecting documents relevant to research. In terms of data collection techniques, there are two types of data to be analyzed, namely data obtained from questionnaires and data collected through observation, interviews, and documents. Developing a training program requires design steps that must be followed, so that they can be carried out effectively. To carry out the training program needs assessment is needed to ascertain whether training is the answer to performance problems. Formulating training objectives and objectives to be achieved, in the implementation of activities it is necessary to select the right approach, method and material to use. In addition, at the end of the activity the training evaluation was carried out according to the established objectives and criteria.

Keywords: *The Job Training, Teachers Competence, Instructional Models*

1. Introduction

The position of the teacher in educating the life of the nation is in the foremost and foremost position. It is the teacher who becomes the main executor at the level of the education unit (school) in carrying out the education process to transfer knowledge, technology, and art and to transform values to their students. To carry out these tasks and positions, it is demanded by professional teachers, namely those who master personality, social, professional and pedagogical competencies. The mastery of the four competencies for the teacher is an absolute in order to be able to carry out the tasks of his profession.

To be able to master the four potentials begins with following the education of prospective teachers in educational staff educational institutions. Teacher education institutions are as a means for the process of transformation of science and culture or civilization that will foster, prepare, and produce professional teachers [1]. It will be forged to become a teacher through educational activities, habituation, teaching practices and other programs that support the process of becoming a teacher. This is the initial stage that prospective teachers must go through, but have not become real teachers or educators.

After becoming a real teacher, a new era will begin in every teacher to always improve his competence. Efforts to improve competency can be through training activities, seminars, workshops, symposia, discussion group forums, deliberations of subject teachers and so on. The accumulation of the teacher's efforts is done through education and training while in office (on-the-job training). The on-the-job training and training that teachers participate in will very much depend on the training providers. Training to

improve teacher competency can be done through in-service trainee teachers in colleges [2] training experience. In Finland, teacher professional development is carried out by designing a new model called peer-group mentoring [3]. In Indonesia peer-group mentoring can be compared to MGMP. The purpose of this study is to produce an on-the-job training (OTJ-T) model based on increasing the competency of elementary school teachers.

2. Literature Review

Institutions that have the authority to conduct teacher training are the Educational Quality Assurance Agency, District / City and Provincial Education Offices, the Educational Quality Assurance Agency, School Clusters, and Higher Education Institutions. The purpose of conducting training is to improve teacher competency. However, every time a teacher participates in a training, it is not known that his competence is increased [4]. So that the teacher's participation in the training is only a routine without any significant progress to support the implementation of his current professional work.

Training is a systematic activity because it involves various components and other elements. To synergize each of these components and elements, training requires effective design so that training activities can be measured quantitatively and qualitatively. Thus the training that will be followed by teachers to improve their competence needs to have an appropriate and solid design so that the implementation of the training will be carried out effectively [5]. The urgency of this research emphasizes the improvement of teacher competency which is carried out through training activities. Then the actual training design is needed by the teacher training providers. It is through this research that will produce the research design.

2.1. On-The-Job Training (OTJ-T)

Training is part of the human resource management system, which is included in the sub-system of planning, procurement, placement and development of human resources [6]. Through the development of human resources, the organization is expected to be able to achieve its optimum (effective) goals. So training can improve performance which leads to productivity and profits for the organization. Training is a process deliberately designed to provide skills and knowledge and improve the attitudes needed by employees in carrying out their duties or jobs aimed at improving and maintaining current and future work performance in order to achieve organizational goals effectively and efficiently [7].

Basically the training aims to improve the skills of members of the organization so that organizational goals can be achieved effectively. Thus training can not be separated from the organizational context and training is always based on organizational needs, namely by changing the performance of its members. While changes in performance will have direct implications on organizational performance. Training can improve one's performance to support the productivity expected by the organization [8]. Because training can change a person's behavior, the organization's needs for improving its performance can be achieved more optimally. So the main function of training is to change behavior, while the objective terminal is to achieve the goals of the institution by making the most of human resources.

The intended training is carried out when the teacher carries out his professional work or often referred to as on-the-job training [9]. Explains the stages of designing an on-the-job training program, namely, as follows: Alami et al, training is part of the human resource management system, which is included in the sub-system of planning, procurement, placement and development of human resources [10]. Through the development of human resources, the organization is expected to be able to achieve its optimum (effective) goals. So training can improve performance which leads to productivity and profits for the organization. Training is a process deliberately designed to

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The intended training is carried out when the teacher carries out his professional work or often referred to as on-the-job training. Explains the stages of designing an on-the-job training program, namely, as follows: 1) Adult learning motivation is intrinsic motivation, because learning is directed by himself, so the training program must create a learning environment that can encourage intrinsic motivation, not vice versa, 2) Adults sometimes need learning assistance, instructors must know the right time to provide help, 3) The experience of each participant must be utilized for the benefit of himself or others, and 4) The participatory method is the most appropriate method [13].

Related to this, Knowles asserts that the original andragogy model presents the core principles of adult learning and important assumptions about adult learner [14]. The core principles of adult learning are believed to be able to design and implement adult learning more effectively. For this reason Knowles presents eight core steps in designing andragogy processes to create learning experiences, which are as follows: [14]. 1) Prepare learners for program activities; 2) Building a climate that is conducive to learning; 3) Involve learners in planning; 4) Involve participants in diagnosing their learning needs; 5) Involving learners in formulating their learning goals; 6) Involve learners in designing learning plans; 7) Help learners implement their learning plans; and 8) Involve learners in evaluating their learning outcomes.

2.2. Teacher Competency

The terms competencies, competence and competent are translated as competence, skills and empowerment referring to the condition or quality of being able and appropriate. Laakso-Manninen & Iitala, defines competency as a basic characteristic of someone who has a causal relationship with the reference criteria of effectiveness and / or excellence in a particular job or situation [15]. The basic character is defined as a person's personality that is quite deep and lasts a long time, namely motives, personal characteristics, self-concept, and one's values. Reference criteria means competency can be measured based on certain criteria or standards. Causal relationships, that the existence of competencies predicts or causes superior performance. Superior performance means the level of achievement in work situations. Whereas effective performance is the minimum level of acceptable work levels.

On that basis, competencies have five types of characteristics, namely: (1) knowledge, referring to information and learning outcomes; (2) skills or expertise, refers to a person's ability to carry out an activity; (3) self-concept and values, referring to one's attitude, values and self-image; (4) personal characteristics, refer to physical characteristics and consistency of responses to situations or information; and (5) motives, are emotions, desires, psychological needs, or other impulses that trigger action. Competencies are skills, knowledge, talents, values, direction, and other personal characteristics that lead to superior performance [16]. Further explained the ability or ability includes natural aptitudes (natural aptitudes) and abilities that are needed to complete the task. Talent is a

natural talent that helps employees learn specific tasks quickly and carry them out better [17].

Gibson et al. explain that abilities and skills play a major role in the behavior and performance of individuals. Ability is an innate or something that can be learned that allows someone to do something, whether mental or physical [18]. While skills are something that is related to the task. Looked at competencies from aspects of individual differences that were linked to achievement [16]. Competence shows broad characteristics and characteristics of stable responsibility at the maximum level of achievement as opposed to mental and physical work competencies [19]. Competence is a stable characteristic related to one's maximum physical and mental abilities, and skill is a special capacity to manipulate objects physically. Here follows a picture 1 of the relationship between effort, competence and skills in achieving achievement.

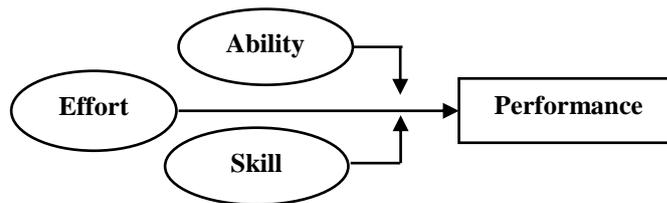


Figure 1. Achievement is influenced by a combination of effort, ability and Skills

The above view explains that competence has special characteristics related to the ability to achieve achievement. Meanwhile, to achieve high achievements requires maximum competency that is both physical and mental. Thus, high achievement will be obtained when someone combines their business, competence and skills. In terms of achievement, it is further explained that achievement depends on the right combination of effort, competence and skills. Described the components of teacher competency including; performance, knowledge, skills, processes, self-adjustment, and attitudes, values, and appreciation [20]. Aspects of Teacher Competency can be seen in Figure 2 below.

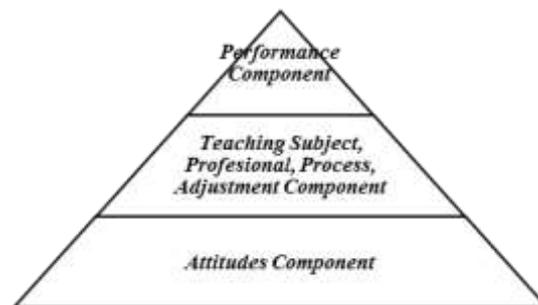


Figure 2. Aspects of Teacher Competency [21]

The performance component contains the behaviors that appear from performance related to teaching competence. The teaching component contains the competency in mastering the teaching material being taught. The professional component contains competencies related to professional education, such as mastery of theories, principles, strategies and techniques of education and teaching. The process component contains the process of thinking about implementing teaching competencies. The adjustment component contains the importance of adaptation to personal characteristics to performance competencies. The attitude component contains the essential elements, values and feelings of teaching competence [21].

Likewise, Liakopoulou explains the three pillars of teacher-based knowledge which includes content knowledge (CK), pedagogical knowledge (PK), and pedagogical content knowledge (PCK). In general CK concerns the basic abilities of teachers in mastering learning material, while PK is general knowledge about how students learn and how schools work, including knowledge about cognitive psychology, about how students' memory works, learning collaboratively through groups [22]. The structure of knowledge to be mastered into teacher competencies is illustrated below.

<i>Content Knowledge (CK)</i>	<i>Pedagogical Content Knowledge (PCK)</i>	<i>Pedagogical Knowledge (PK)</i>
<ul style="list-style-type: none"> • Factual, conceptual, procedural, and metacognitive knowledge and the linkages between levels of knowledge for the development of new knowledge 	<ul style="list-style-type: none"> • Orientation on teaching • Curriculum Knowledge • Knowledge of student ideas • Knowledge of effective learning strategies • Knowledge of assessment methods 	<ul style="list-style-type: none"> • Knowledge of brain development • Cognitive system knowledge • Collaborative Knowledge • Classroom knowledge management

Figure 3. Teacher Knowledge Structure that Will Become Competence

Competence is the ability, expertise, skills and knowledge possessed (mastered by the teacher) that is firmly obtained after participating in on the job training activities from various training institutions and institutions [23]. The teacher's competence covers various aspects, namely learning content, pedagogic knowledge, and pedagogic content knowledge.

3. Methodology/Materials

The method used in this research is research and development, better known as Research and Development (R&D). Research and development are research methods to produce certain products and test the effectiveness of these products. To be able to produce certain products, research is used to analyze the needs and test the effectiveness of these products in order to function widely [24]. R&D is directed to find, formulate, improve, develop, produce, test the effectiveness of products, models, methods / strategies / ways, services, certain procedures that are superior, new, effective, efficient, productive, and meaningful.

Development research procedures according to [25] reveal that the Research and Development cycle is organized into several stages, as follows: (1) Research and information collecting, (2) Planning, (3) Develop Preliminary Form of Product, (4) Preliminary field testing, (5) Main Product Revision, (6) Main Field Testing, (7) Operational Product Revision, (8) Operational Field Testing, (9) Final Product Revision, and (10) Dessimination and Distribution [26].

Based on the ten steps of research and development (R&D) above, this study was designed with a scheme of the following research steps can be seen in Figure 4 below.

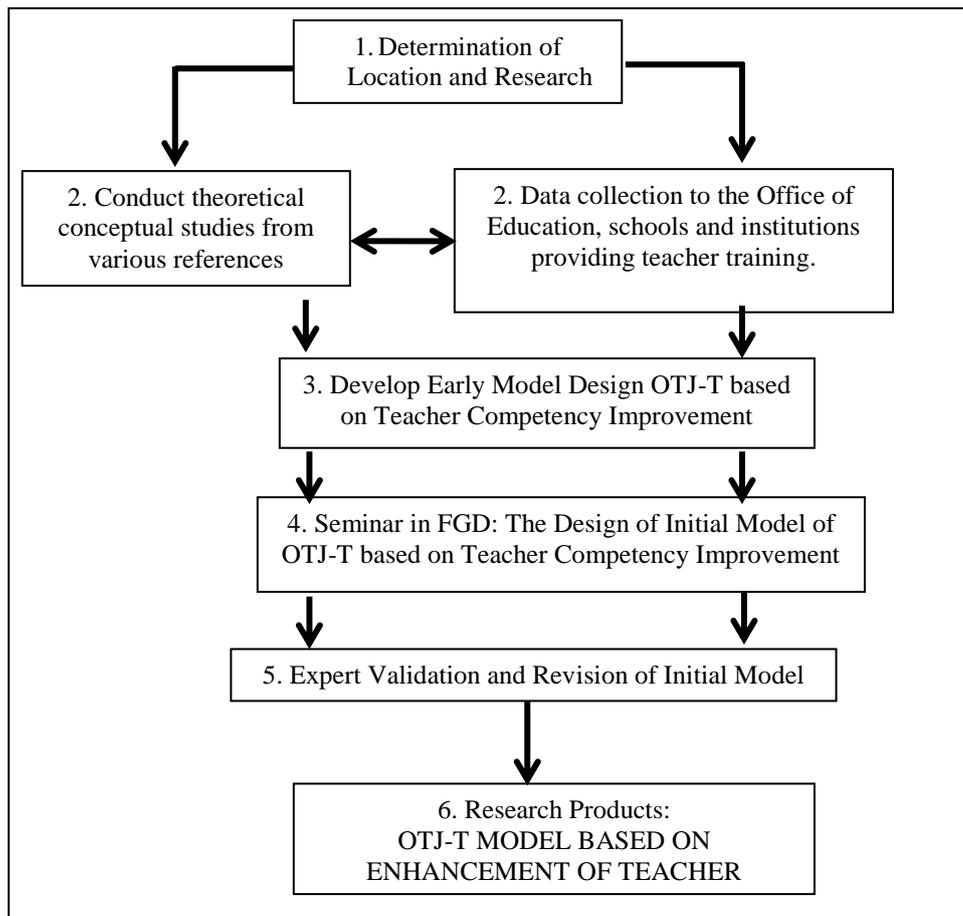


Figure 4. Procedural Research Design

For data collection, researchers used primary and secondary sources by using various instruments, namely questionnaires, observations, interviews, and collecting documents relevant to the study. In terms of data collection techniques, there are two types of data to be analyzed, namely data obtained from questionnaires and data collected through observation, interviews, and documents. Based on these types of data, in analyzing quantitative data will use descriptive statistics while qualitative data will analyze using the concept of Miles et al. [27] which consists of three activities that occur simultaneously, namely data reduction, data presentation, and drawing conclusions or verification [27].

4. Results and Findings

The on-the-job training model is a theoretical conceptual framework based on empirical facts that describes a systematic procedure for carrying out on-the-job training based on increasing the competence of elementary school teachers. The systematic procedure regulates the operational steps required, starting from the need assessment stage to providing reinforcement through mentoring activities and providing opportunities for consultation.

Developing a training program requires design steps that must be followed, so that they can be carried out effectively. To carry out the training program needs assessment is needed to ascertain whether training is the answer to performance problems. Formulating training objectives and objectives to be achieved, in the implementation of activities it is necessary to select the right approach, method and material to use [28]. In addition, at the

end of the activity the training evaluation was carried out according to the established objectives and criteria.

Model development refers to the concept of explains the stages of designing an on-the-job training program, namely, as follows [8]:

1. Determination of the type of approach that is relevant to on-the-job training, such as directed learning (face to face learning), coaching, mentoring and so on.
2. Plan different training programs and approaches for many people with different needs.
3. Prepare an outline program based on the variety and amount needed.
4. Discuss the training program with the people involved, including training participants and managers.

To be able to carry out an effective training program, Kirkpatrick explain some of the requirements needed, as follows [29].

1. The training program is based on the needs or problems faced by the organization;
2. The training program is based on the objectives or competencies that training program participants need to have;
3. The schedule for organizing the training program is well structured;
4. The background of program participants is in accordance with the competency of the program to be trained;
5. The training is held in a comfortable place with adequate supporting facilities;
6. The training program uses methods and media that are relevant to the competencies being trained;
7. The training program is able to facilitate so that participants have the required competencies;
8. The training program must be able to give satisfaction to the program participants;
9. Training programs need to be evaluated on an ongoing basis.

Based on the theoretical and factual empirical conceptual foundations above, it can be described the steps of the on-the job training model based on increasing professional competence for elementary school teachers. On-The Job Training (OTJ-T) model based on increasing elementary school teacher competency in accordance with the theoretical conceptual study as follows.

1. Need Assessment, is a diagnosis to determine the problems currently faced and challenges in the future that must be met through the on-the job training program. Training needs analysis is a series of activities carried out to identify problems and issues about performance, to determine whether training is the right solution to overcome them [30].

The initial stage is knowing the entry behavior of prospective participants in carrying out their professional duties before attending the training program. This stage is to ensure the ability of prospective participants to master the content of knowledge (five subjects, namely Natural Sciences, Social Sciences, PPKn, Mathematics, and Indonesian) and compatibility with pedagogic content knowledge and pedagogical knowledge. In addition, it is also necessary to know for certain other specific characteristics of prospective participants, such as attitudes, motivations, prerequisite skills or pre-requisite skills for prospective participants to attend training programs as specified.

The on-the-job training program will analyze three needs. Explains, namely the organization, tasks and individuals. Analysis of organizational needs involves improving the quality of teachers' abilities and expertise through training. Task needs analysis is an analysis of competencies (abilities, knowledge, and expertise) and what behaviors are needed for the teacher's success in carrying out his responsibilities [31]. This analysis results in whether the teacher needs to be trained. While the analysis of the needs of individual teachers related to assessment (assessment) of the abilities and expertise of teachers. The results of this assessment produce who needs to be trained.

To obtain factual, accurate, valid and reliable data, we need reliable measuring instruments or data collection instruments. Data collection instruments used were

through surveys using questionnaires, conducting interviews, observing, analyzing documents and testing performance or performance assessment. Data collection is conducted on respondents who are expected to provide significant information on performance problems faced by teachers, namely school supervisors, principals, teachers, education offices, and the community.

2. Planning. The next step taken is to plan the activity program, which is as follows.
 - a. Formulate training objectives; the formulation of training objectives must refer to the results of the need assessment. Silberman and Auerbach (2008) statements of learning objectives reveal the main objectives and results to be achieved. There are three main types of learning, namely affective learning, behavioral learning and cognitive learning [32]. Learning objectives consist of a series of sessions arranged to achieve the objectives of the entire training. Through achieving the objectives of each session, the objectives of the entire training are expected to be achieved. Operationally, to formulate the training objectives Rae (2000) defines the elements of objectives, namely specific, measurable, achievable, relevant, and time-bound [33].
 - b. Analyzing competence; aims to detail in more detail the aspects of competency that trainees will achieve.
 - c. Develop training materials; consider the characteristics of the participants, the material and competencies to be achieved. Explain the classification and media for training materials, namely (1) print media; (2) tangible objects; (3) models and simulators; (4) audio program; (5) video programs; (6) multimedia programs; and (7) web and internet programs [34].
 - d. Determine training approaches and methods; adjust to the characteristics of participants as adults. While the learning method is interpreted as an instructor procedure to help trainees in learning chosen according to the type of training to be carried out. Learning methods that can be used can be used is cooperative, discovery, problem solving, games, discussions, repetitive exercises, tutorials, demonstrations and presentations.
 - e. Develop assessment instruments; which will be used to measure aspects of the training program. Aspects assessed are the program components and program implementation. Program components include program inputs, processes and results. While the program implementation component covers institutional, planning, implementation, coaching, efficiency, effectiveness, impact, and the whole program [35]. Furthermore, Sudjana emphasizes the aspects of the program that need to be evaluated, namely the components of environmental input, facility inputs, raw inputs, processes, outputs, other inputs, and influences [36]. Noting the above studies and in accordance with the characteristics of the training program, it was determined that the required instruments consisted of, namely (1) the pretest and posttest instruments for trainees to assess the achievement of competencies; (2) training process instruments for trainees to assess the successful implementation of training activities; (3) instruments for evaluating instructor mastery related to the depth, freedom and ease of trainees in receiving training materials; (4) benefits for the profession, this instrument is distributed to trainees to assess the relevance of their participation in training with their profession as a teacher; (5) supporting resources, this instrument is to assess the readiness of organizers in facilitating trainees in training activities; and (6) training programs, instruments to assess the overall training program - whether it will continue - or be stopped.
 - f. Prepare and condition the environment; the training process takes place in a place (environment) and requires the support of infrastructure. The training venue can be in the room that is in-door or out-door. The room where the training can be called a "study room" or more popular with the training environment. The learning space needs to be set or arranged in such a way as to create a training environment, both physically and psychologically appropriate to serve as a venue for the training.

Setting up and conditioning the environment / place or study space for training aims to create comfort for trainees and instructors in carrying out the learning process.

5. Conclusion

Based on the results of the research above, it can be concluded that the stages of model development consist of three phases preceded by conducting a need assessment before planning a training program.

The first stage of planning, consisting of formulating objectives, identifying the initial abilities of potential participants, identifying the characteristics of the participants, conducting competency analysis, developing training materials, determining approaches and methods, developing training instruments, selecting and determining trainers, and preparing and conditioning the environment.

The two stages of implementation are by consensus and reflection, implementing a philosophy of learning constructivism, active learning, motivating participants to learn and preparing a time schedule.

The third stage of evaluation is to measure the achievement of mastery of competencies in 5 (five) lesson content (LC) related to content knowledge (CK) or pedagogical competence about pedagogical content knowledge and pedagogical knowledge (PCK & PK). In addition, also measured the achievement of outcomes, namely the implementation of effective learning. To strengthen the implementation of the training model, strengthening is also carried out by providing assistance and consultancy. In the end, it will feed back the entire process of implementing the training program.

Recommendations The model developed in this study has not yet been carried out in trials. The model developed has been through lengthy discussions through group discussion forums (FGD) with elementary school teachers. Therefore, through this research report, the authors suggest to relevant parties, namely educational staff education institutions (ESEI), educational quality assurance agencies (EQAA), District / City Education Services, and non-governmental organizations (NGOs) education to be able to use this model to improve teacher competency.

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