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The Effectiveness of the In-Service Training Model towards Improving Madrasah Ibtidaiyah Teachers' Performance in Supporting National Assessment Policy

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Abstract

This study aims to investigate the effectiveness of the In-Service Training model in enhancing the performance of Madrasah Ibtidaiyah teachers in Indonesia, particularly in alignment with the National Assessment Policy. This research is a qualitative research using observation, interviews, and documentation for data collection. We analyzed the data through reduction, presentation, and conclusion stages. Findings indicate that the in-service training model significantly benefits Madrasah Ibtidaiyah teachers to improve their ability to support educational policy goals. Teachers and school leaders expressed a desire for sustained, needs-based training. Factors that facilitate successful training implementation include active participation by all teachers and school principals, positive attitudes toward professional development, and alignment of training activities with school-specific needs. However, there are persistent challenges, such as limited school resources, inadequate internet access, and teachers' low proficiency in digital skills. Furthermore, training availability often

depends on external funding, such as school operational assistance affirmation grants, underscoring budget constraints as a barrier to consistent professional growth.

Keywords: *in-service training model, madrasah ibtidaiyah teachers performance, national assessment.*

Abstrak

Penelitian ini bertujuan untuk menyelidiki efektivitas model Pelatihan Dalam Jabatan (*in-service training*) dalam meningkatkan kinerja guru Madrasah Ibtidaiyah di Indonesia, khususnya yang selaras dengan Kebijakan Penilaian Nasional. Penelitian ini merupakan penelitian kualitatif dengan menggunakan observasi, wawancara, dan dokumentasi untuk pengumpulan data. Data dianalisis melalui tahap reduksi, penyajian, dan kesimpulan. Temuan penelitian ini menunjukkan bahwa model In-Service Training secara signifikan memberikan manfaat bagi guru madrasah ibtidaiyah dalam meningkatkan kemampuan mereka untuk mendukung tujuan kebijakan pendidikan. Guru dan pimpinan sekolah menyatakan keinginan mereka untuk mendapatkan pelatihan yang berkelanjutan dan berbasis kebutuhan. Faktor-faktor yang memfasilitasi keberhasilan pelaksanaan pelatihan diantaranya partisipasi aktif dari semua guru dan kepala sekolah, sikap positif terhadap pengembangan profesional, dan penyelarasan kegiatan pelatihan dengan kebutuhan sekolah. Namun, tantangan tetap ada, terutama sumber daya sekolah yang terbatas, termasuk akses internet yang tidak memadai dan rendahnya kemampuan guru dalam keterampilan digital. Selain itu, ketersediaan pelatihan sering kali bergantung pada pendanaan eksternal, seperti dana BOS Afirmasi, yang menggarisbawahi keterbatasan anggaran sebagai penghalang bagi pertumbuhan profesional yang konsisten.

Kata kunci: *model in-service training, kinerja guru madrasah ibtidaiyah, asesmen nasional.*

INTRODUCTION

The Indonesian government is currently experiencing enormous challenges in the world of education. The PISA and TIMSS survey results indicate that Indonesian students' abilities remain relatively low (Arikan et al., 2016; Fathonah & Subali, 2020), ranking them 74th out of 79 countries in PISA and 45th out of 50 in TIMSS (Hawa & Putra, 2018). To improve education quality and achieve national education goals, the government must act immediately. One of the policies that the government has implemented is the National Assessment program (Minister of Education and Culture, 2020).

The National Assessment aims to assess the performance of educational units and provide insights to enhance the quality of teaching, subsequently influencing the character and abilities of students. One part of the National Assessment is the Learning Environment Survey (Rohim, 2021). The learning environment survey aims to obtain information related to the actual condition of the school (Minister of Education and Culture, 2021). In the learning environment survey, the scope of assessment other than classroom management is the characteristics of the input and learning process, one of the indicators of which is related to teacher performance (Vleuten & Verhoeven, 2013).

In this scenario, the success of a teacher lies in their ability to execute tasks with responsibility and authority within a specific timeframe, adhering to predetermined standards to meet learning objectives (Inayah, 2024). The satisfaction of student participation in

learning provides insight into the teacher's performance. If the teacher's performance in providing learning services in terms of process, assessment and tutoring is very good then students will feel satisfied, conversely if the teacher's performance is not good then students will feel dissatisfied. Teacher performance is also related to the quality of education so it must be managed well and maintained so that it continues to improve. One strategy to improve teacher performance is through education and training.

Teachers as the micro component that determines the dominant quality of education must be of high quality and perform well in the era of globalization by trying to master various information and communication technologies, because one of the aspects that is experiencing tremendous changes in the era of globalization is the progress of information and communication technology and transportation which makes the world feel narrow. Rich teaching experience should make teachers more responsive in addressing issues related to the teaching and learning process, as their experience serves as a valuable resource for fulfilling their teaching duties (Johari et al., 2018) (Johari et al., 2018). But in reality, there are still many teachers who are not enthusiastic about carrying out these activities, this happens because they are not aware of the importance of training for teachers (Appova & Arbaugh, 2018; Osman & Warner, 2020).

In Service training is an effort to increase the knowledge and skills of madrasah ibtidaiyah teachers so that they can improve and maintain teacher performance in supporting the government's agenda regarding the National Assessment policy. In Service Training can also be said to be a program as well as an In-Service training and education method which is carried out by working directly on site to learn and imitate a job under the guidance of a supervisor. In general, the objectives of in service training are (Tamsah, Ilyas & Yusriadi, 2021); (a) increase work productivity, (b) increase efficiency, (c) reduce the occurrence of various damages, (d) reduce the rate of accidents, (e) improve better service, (f) increase employee morale, (g) provide opportunities for career advancement, (h) increasing the manager's ability to make decisions, (i) improving one's leadership better, and (j) increasing remuneration (compensation).

Based on these opinions, it is understood that in-service training will directly or indirectly influence whether a teacher's performance will increase or not increase or even decrease. The meaning of In Service Training has an influence on improving teacher performance (Hwang et al., 2017). Therefore, one of the efforts that can be made to improve teacher performance is to carry out in-service training programs in a well-programmed manner, and supported by good teacher pedagogical competence, creating a conducive madrasa working climate (Juhri & Suhardi, 2022; Lailatussaadah et al., 2020). So it is hoped that it can produce quality education.

Education and training in this research focus on the In-Service Training model, namely training and coaching that provide opportunities for teachers who have occupied certain positions to improve their performance (Fan et al., 2011; Solikhulhadi, 2021). The National Assessment policy often perceives a discrepancy between the actual performance of teachers and the expected standards, a discrepancy that in-service training or regular professional training frequently fails to bridge. On the other hand, previous studies have mostly focused on the impact of training on basic teaching skills or administrative aspects, without specifically evaluating its influence in the context of the National Assessment policy

in madrasah settings. The purpose of this study is to explore how in-service training models can specifically improve the performance of Madrasah Ibtidaiyah teachers. This is important so that training can be designed to be more effective and relevant, and to actually reduce the gap between current performance and expected national standards.

METHODS

This research is conducted in the field using qualitative methods. The study focused on teachers and heads of madrasah ibtidaiyah in Cirebon Regency, West Java. This aims to obtain data related to the performance of madrasah ibtidaiyah teachers who have participated in training using the In Service Training Model. The location of this research was carried out at several madrasah ibtidaiyah in Cirebon Regency, namely Madrasah Ibtidaiyah (MI) Salafiyah Dinul Manan, MI Tarbiyatul Wildan and MI Khiiyarushshibyan. From the preparation of the research to the preparation of the research report, the research process spanned four months.

Data was collected through interviews, observation and documentation studies. We analyzed the data through the stages of data reduction, data presentation, and conclusion drawing. The data sources for this research include: (1) Supervisor; (2) Principal; Teachers who have taken part in the In-Service Training model; and (2) Students. We carried out observations to directly witness the teacher's performance in the learning process. We conducted interviews to delve deeper into the details of teacher performance. The document study was carried out to analyze teacher performance documents and other documents related to the research focus. Test the validity of qualitative data after the data is collected, to test the validity of the data, in this research a credibility test is carried out including extending observations, increasing accuracy, triangulating techniques and sources (Creswell, 2014). The qualitative data analysis technique used refers to Miles, Huberman, & Saldana (2014) that the data analysis process is carried out in three stages, namely: (1) data condensation, (2) data display, (3) conclusion drawing/verification (Sugiyono, 2016).

RESULTS AND DISCUSSION

Impact of the In-Service Training Model on Improving Madrasah Ibtidaiyah Teachers Performance in Supporting National Assessment Policy

This interview aims to dig deeper into the experience and views of a teacher regarding the ability to make lesson plans, implement lesson plans, the process of implementing learning, and the ability to measure student competence. Performance improvement for teachers can generally be measured through: (1) the ability to make lesson plans, (2) the ability to implement lesson plans, (3) the ability to carry out evaluations, (4) the ability to follow up on evaluation results.

1. Ability to create learning plans

Developing lesson plans is an important step in the learning process. It reflects a teacher's pedagogical competence and has a major influence on the success of learning.

Question: How do you develop lesson plans to suit students' needs?

Respondent 1: I always start by analyzing the students' characteristics, such as their level of understanding and interest. I also choose learning methods and strategies that make learning more active and fun.

Respondent 2: I pay attention to the learning objectives to be achieved. In addition, I make sure the lesson plan includes systematic and student activity-based learning steps.

Respondent 3: In preparing lesson plans, I use curriculum references and adapt the material to students' daily lives so that they can understand more easily.

Lesson planning is a key element in learning and one of the most important tools for teachers is the lesson plan. Lesson planning is actually something that is included in the competencies that teachers must have, namely pedagogical competence according to how to improve the quality and quantity of teaching and learning activities carried out by teachers (Prasetyono et al., 2020; Suhirman, 2015). A teacher must have and master the planning of teaching and learning activities, carry out planning activities and assess the results of the teaching and learning process. The teacher's ability to plan and implement the learning process is a major factor in achieving learning objectives. The skill of planning and implementing the teaching and learning process is something that is closely related to the duties and responsibilities of teachers as educators (Hartono et al., 2021). Teachers as educators have a very broad meaning, not only limited to providing teaching materials but reaching ethical and aesthetic behavior in facing the challenges of life in society.

The teacher's ability, namely the teacher's pedagogical ability, is also needed in preparing lesson plans, namely the teacher must first pay attention to the characteristics of the students to be faced and how to choose models, methods and learning steps so that learning becomes active, creative and fun. Mardiah et al (2017) said that good teachers understand that teaching is not just talking, and learning is not just listening, effective teachers are able to show not only what they want to teach, but also how students can understand and use new knowledge and skills. The lesson plan is prepared as a guideline for implementing learning in the classroom.

2. Ability to implement learning plans

Implementing learning in accordance with the plan that has been prepared requires good strategies and abilities so that learning objectives are achieved effectively.

Question: What are your strategies in implementing learning according to the lesson plans that have been prepared?

Respondent 1: I always start by motivating the students and explaining the learning objectives for the day. Then, I follow the steps that have been planned in the lesson plan.

Respondent 2: I ensure that two-way interaction between me and the students is maintained during learning. I am also flexible in adjusting activities if there are obstacles in the classroom.

Respondent 3: My strategy is to actively involve students in the learning process, such as through group discussions and hands-on practice.

The learning implementation process involves interaction activities between teachers and students, as well as mutual communication in educational situations to achieve learning objectives. Teachers and students are inseparable components in the implementation of learning.

3. Learning implementation process

The learning process is the core of teaching and learning activities. The effectiveness of learning implementation is greatly influenced by how teachers manage the classroom and utilize various learning resources.

Question: How do you ensure the learning process is effective?

Respondent 1: I ensure that all students are actively involved in learning activities, either through question and answer or group activities. I also monitor their understanding regularly.

Respondent 2: I use various learning media, such as videos or teaching aids, so that students are more interested and understand the material better.

Respondent 3: During the lesson, I always give immediate feedback to the students so that they know the extent of their understanding of the material.

Following certain steps in order to produce the expected outcomes. According to Majid, the implementation of learning is a teaching and learning process activity as the core of learning activities, which in its implementation is adjusted to the signs that have been compiled in previous planning.

In terms of interviews, a teacher is said to be competent if he understands evaluation techniques and procedures, and is able to carry out evaluations so that evaluation results are used to improve the teaching and learning process. The implementation of evaluation starts from evaluation planning, making test questions, processing and analyzing test results, to interpreting and following up on evaluation results.

Evaluation in education is a component that is no less important than the learning process. When the learning process is seen as a process of changing student behavior, the role of learning process evaluation becomes very important. Evaluation is a process of collecting, analyzing and interpreting information to determine the level of achievement of learning objectives by students. A good evaluation system will be able to provide an overview of the quality of learning so that in turn it will be able to help teachers in planning learning strategies. Teachers' competencies help them master the material and process of teaching and learning programs. Teachers must also carry out the evaluation and administration process. The teacher's ability to carry out evaluation is a very important competency. This evaluation not only relies on lesson planning, the teacher's ability to develop the learning process, and his mastery of teaching materials, but also requires an evaluation of learner competency planning which in turn becomes a context or policy in treating students in relation to the concept of complete learning.

4. Teachers are able to measure students' competencies

Measuring student competence is an important part of the teacher's job to evaluate the success of learning and determine the necessary follow-up steps.

Question: What steps do you take to measure student competence?

Respondent 1: I use written tests and observation as evaluation tools. In addition, I conduct discussions with students to understand the extent to which they understand the material.

Respondent 2: I always prepare clear and measurable assessment rubrics so that the evaluation results are more objective. I also use oral evaluation for students who are not comfortable with written tests.

Respondent 3: After the test, I analyze the results to determine whether students need remedial or enrichment so that I can adjust the next lesson plan.

Based on the results of the interview, the teacher must be able to measure the competencies that students have achieved from each learning process or after several units of study so that the teacher can make decisions about these students, whether remedial work is needed, and determine the next learning plan, both in terms of material and strategic plan. Teachers can prepare both test and non-test instruments and make informed decisions about the progress of their learners, determining whether they have achieved optimal mastery expectations or not. The ability that teachers must have then becomes a routine activity, namely making tests, taking measurements, and evaluating the competence of their students so that they are able to determine the next learning policy. Ability to follow up on evaluation results.

Evaluation of follow-up learning must be carried out by every teacher so that it can determine the success of learning. Because if the results of the evaluation are lacking then what must be done is to make improvements or policy makers in education to improve it. The education management cycle is also carried out again if there are deficiencies in planning, implementation, evaluation and how improvements need to be made. By knowing what to do, it will provide a deep understanding of the implementation of the learning evaluation program and be able to improve what was lacking before.

Evaluation of further learning is carried out if the results of the learning evaluation are not good so that follow-up is needed. The evaluation of the follow-up learning process is basically related to the learning that will be carried out next and the evaluation of that learning. Further learning is a decision regarding learning improvement efforts that will be carried out as an effort to improve the quality of learning (Galvis, 2018), while further learning evaluation is related to the implementation and evaluation instruments that have been carried out regarding the objectives, processes and instruments for assessing the learning process. Further learning evaluation is something that is done if the results of the learning evaluation are not good so that follow-up needs to be done. Evaluation of the further learning process is basically related to the learning that will be carried out next, so that further learning evaluation is carried out if the learning results are not as expected so that the teacher takes follow-up action called remedial. Activities in following up the evaluation results include: Identifying the strengths and weaknesses of the learning evaluation report, improving learning outcomes, and designing remedial learning programs.

Following up on learning evaluation results provides many benefits for teachers, students, guardians/parents and school administrators. Therefore, we must follow up on evaluation results to determine the success of learning.

Inhibiting and Supporting Factors in the Process of Implementing the In-Service Training Model

Obstacles in implementing training programs are usually a barrier factor for organizations in implementing training program designs. Judging from the importance of training, this is highly undesirable for all parties involved in implementing the training.

In general, the obstacles are often faced when implementing in-service training programs are: a) Participants have heterogeneous backgrounds b) It is difficult to find

expert/competent trainers/instructors, c) Development facilities and infrastructure are very lacking or not good. d) The curriculum is inappropriate, not systematic, so it does not support the achievement of development targets. e) Development funds are very limited, f). Limited implementation time, etc.

The process of implementing the in-service training model is strongly influenced by various supporting and constraining factors. As Daeng (2024) points out, obstacles to training often include the lack of a comprehensive policy, the absence of a clear needs analysis and inappropriate training methodologies. This points to the importance of careful planning, from curriculum development to the engagement of competent trainers. Furthermore, a study by Sarifudin (2019) also confirms that a clear needs assessment is fundamental to successful learning. Therefore, in-service training needs to be designed with the needs of participants and institutions in mind.

One way to overcome these barriers is to strengthen infrastructure and facility support. According to Gagne and Briggs (1979), the availability of adequate learning aids can increase the effectiveness of training by providing a more real learning experience for participants. This is relevant to research conducted by Zuhaini (2023), which shows that training supported by modern learning media better enables participants to apply skills. Thus, efforts to procure relevant learning facilities and media are important elements in the success of training programs.

The success of training is also highly dependent on the competence of the trainer. As stated by Singh (2011), trainers who have extensive experience and a deep understanding of the needs of participants can create a conducive training atmosphere. Research results by Jokomarsono (2019) support this, stating that well-trained teachers tend to increase learner motivation and satisfaction. Therefore, training institutions need to ensure the recruitment of trainers who have qualifications and experience in accordance with the field being trained.

It is important to establish a comprehensive evaluation and follow-up mechanism. This may include assessing the effectiveness of the training on improving participants' competencies as well as its impact on the overall quality of education. According to Guskey (2000), continuous evaluation of training not only helps identify weaknesses in the program, but also provides useful feedback for future improvements. This is also emphasized by Zepeda (2012), who states that systematic evaluation is the foundation for creating training that is more relevant and adaptive to changing educational needs.

According to Moekijat, obstacles in the training implementation process include: a. There is no broad and comprehensive policy that is complete. b. There is no assessment carried out that can be used as a basis for planning for the next training. c. The appointment of participants is not based on needs analysis. The objectives of the training program are unclear regarding the competencies to be achieved/too general. d. The training curriculum is unclear. The training methodology is not appropriate, the teaching aids/learning media are inadequate. f. Many training materials are adopted from abroad so that sometimes they do not suit the needs of the sending agency/organization. g. Trainers are underdeveloped. Good trainers are less interested in training institutions because there is no career pattern. h. And a proper follow-up system do not exist.

The process of implementing the in-service training model to improve the performance of madrasah ibtidaiyah teachers is supported by the following factors: all

teachers and school principals participate in in-service training activities, teachers feel happy participating in in-service training activities, and in-service training activities are based on school needs (Singh, 2011).

CONCLUSION

The results of this research show that the in-service training model has a positive impact and is very useful for teachers in supporting their performance and each school hopes that in-service training activities will be sustainable according to needs. Supporting factors in the process of implementing the in-service training model in improving the performance of madrasah ibtidaiyah teachers are that all teachers and school principals participate in in-service training activities, teachers feel happy participating in in-service training activities, and in-service training activities are based on school needs. Meanwhile, the factors that hinder the process of implementing the in-service training model in improving the performance of madrasah ibtidaiyah teachers are that the facilities available in schools are very minimal, especially access to the internet, teachers' professional abilities are still low, especially in the digital field and in-service training activities can be held when schools receive grant funds in the form of school operational assistance affirmation or programmatic improvement of teacher abilities which is very much influenced by the budget.

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