

MODEL AND PACKAGE OF TRAINING OF TEACHERS QUALITY IMPROVEMENT IN THE PERSPECTIVE OF STRATEGIC MANAGEMENT AT MATAHARI TERBIT ELEMENTARY SCHOOL SURABAYA

By:

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Abstract

Teacher has a very significant role for the success of students. In playing their functions and roles, the interrelated strongest indicators is the teachers' quality showing their responsibility to perform all tasks and their knowledge which can be used as the art and the way they work. It can be said that the qualified teachers are those who master knowledge or having management strategy and its development. The need of a new *paradigm for* education is based on the change related to the educational condition and need in the society. One of the most strategic change is to improve the strategic management through training of teacher quality improvement in the perspective of strategic management. By having school autonomy owned by Matahari Terbit Surya Elementary School, Surabaya, the school has an opportunity to explore the effort of increasing the school's efficacy including the development of its human resource. It is expected that by the presence of competent teachers, they will be able to be the change agent for the improvement activities in their school as the realization of accountability effort in the environment.

Key Words: *Training Model, Training Package, Strategic Management, Elementary School*

A. Background

Upon entering the 21st century, the issue on improvement of education quality comes out related not only with general education but also all kinds and levels of education. Simultaneously, educational achievement of Indonesian students are far left behind those of other Asian countries such as Singapore, Japan and Malaysi To face the disadvantageous reality, Indonesia has attempted some recovery efforts.

The most powerful indicator related with education quality is teachers' quality. Referring to the National Law 14 of 2005 regarding Teacher and Lecturer, it is stated that teacher profession is special job field that need the following principles: a) having talent, interest and idealism; b) possessing education qualification and educational background inline with their duty; c) possessing competence needed to do their job; d) obeying the ethic code of profession; e) having rights and responsibility in doing their duties; f) having income based on their achievement; g) having opportunity to develop their profession continuously; h) getting protection based on the law in doing their professional duty and i) having professional organization in the form of legal entity.

Teacher plays an important role as someone who is able to attract and disseminate *the needs for achievement*, aiming at enabling the students to be able to thing *divergently*. On the other hand, teacher may also

be someone who is boring, instructive and can not be the idol of their students. Usually, those kind of attitude on the part of the teachers will eliminate creativity, discourage students' reasoning skill and ignore affective aspects.

Based on the above mentioned reality, we can conclude that the improvement of teachers' quality is inevitable. The implementation of school-based management is an alternative way in managing education emphasizing on the independency and creativity of school.

Quality has relative meaning so it is still an opportunity that can be achieved. In this study, the effort to improve teachers' quality can be conducted by designing a model that is applied as training package with its evaluation used as measurement standard. Thus the teachers will be able to do their job well as a professional. Teacher who can do his job well and is able to achieve the pre determined standard is a qualified teachers.

To fulfill the need for qualified teachers, the concept of management strategic will be good way to be implemented. In this case, the concept of management strategic functions to direct the schools *in achieving the goals* and conduct their controlling functions through their dimensions. Those are: (a) time dimension and future orientation; (b) internal and external dimension; (c) dimension of resources empowerment.

Gluek (1996) stated that "management strategic is concept of the set decision and action which result in formulating strategy and its implementation to achieve of the corporation. To achieve the goals, school organization should have clear visions because it will determine the direction of the purpose and to find out how to achieve it.

The efforts to improve teachers' quality can be conducted by implementing model and training package performed simultaneously and resulted from the decision of top leaders. There must be high commitment to do the effort from all school personnel. The model and training package is the realization of *inner driven* in improving quality as strategic action to face the internal and external challenge as well as to fulfill the customers' need.

B. Aims of Development

The aims of this study are:

1. to develop training model containing steps and procedures that can be followed to conduct training and functions as a means to improve teachers' quality based on the perspective of management strategic in Matahari Terbit Elementary school in Surabaya.
2. to develop training package containing a set of activities with systematic working procedures and can be used in training service in order to fulfill the need of teacher and school in the frame of teachers' quality improvement based on the perspective of management strategic in Matahari Terbit Elementary school in Surabaya.
3. to develop training evaluation which is a systematic and continuous process to gather, describe, interpret and present information that can be used to find out the effectiveness of training *to improve teachers' quality based on the perspective of management strategic* in Matahari Terbit Elementary school in Surabaya.

C. Model and Procedure of Development

Model of development used in this developmental study is model and training package to improve based on the perspective of management strategic which is the elaboration of the existing model. It is adapted from model proposed by Borg and Gall (2003), David Hunger (2003). Dick and Carey (2001), Sugiono (2006) and Hunger (2003). According to Borg and Gall, the procedure of developmental research consists of two main purposes which are (1) to develop product, and (2) to test the effectiveness of product in achieving its goal. The first purpose is developmental function and the second is validation function. Model development conducted by the researcher is only for developing final product in the form of model, package and evaluation for teachers' quality improvement training in the context of management strategic and it is not only up to dissemination stage. Thus, the main procedure in this developmental research consists of seven steps which are (1) analyzing product that will be developed, (2) conducting theoretical review to elaborate the procedure of developmental model to suit more with the need of study, (3) developing preliminary product, (4) expert validation, (5) empirical validation, (6) product revision.

D. Result

Training model is developed by elaborating model of management strategic, process model and task implementation model. Thus, the training guide is adapted with those model. It refers to the concepts of management strategic. For the sake of this development, the writer names the model and training package of quality teacher in the perspective of management strategic.

Management strategic is a system consisting of processes which is interrelated continuously and each process gives feedback to others. The process in this training is related with what has been implemented in the organization. It automatically refers to the activity from all problems, needs, purpose, and policy of school. Each product will be elaborated in more detail as follows.

1. Training Model of Teacher' Quality Improvement in The Perspective of Management Strategic

Training model as shown the figure below consists of several components such as (a) identification of organization' needs which consist of SWOT analysis, selection of alternative strategy and strategy formulation; (b) need analysis, (c) planning for training, (d) training implementation, and (e) evaluation. This systemic model can improve the efficiency and effectiveness of school through each components are also related and supported each other.

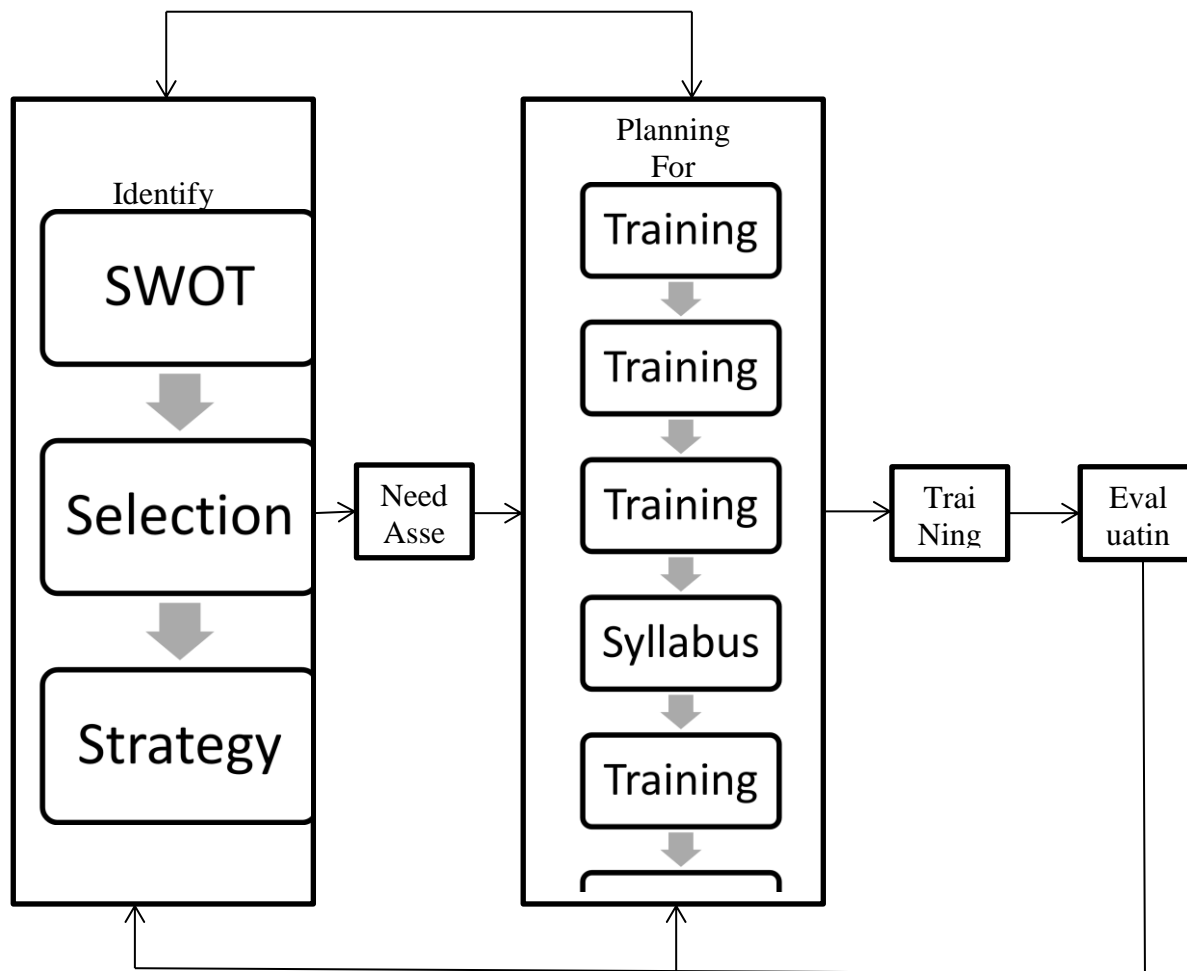


Figure 1 : Training Model of Teacher' Quality Improvement In the Perspective of Management Strategic in Matahari Terbit Elementary School in Surabaya

2. Training Package for Quality Improvement in The Perspective of Management Strategic

Training Package resulted consist of (a) planning for training which consist of purpose of training, training strategy training method, syllabus, training material and session plan; (b) training implementation, in this case in this form of training guide and (c) evaluation.

This Training package in equipped with training method suited with characteristic of management that is change perspective. Thus the method uses experience progressive learning model which is elaboration of management strategic model, the concept of quantum learning and model of experience learning.

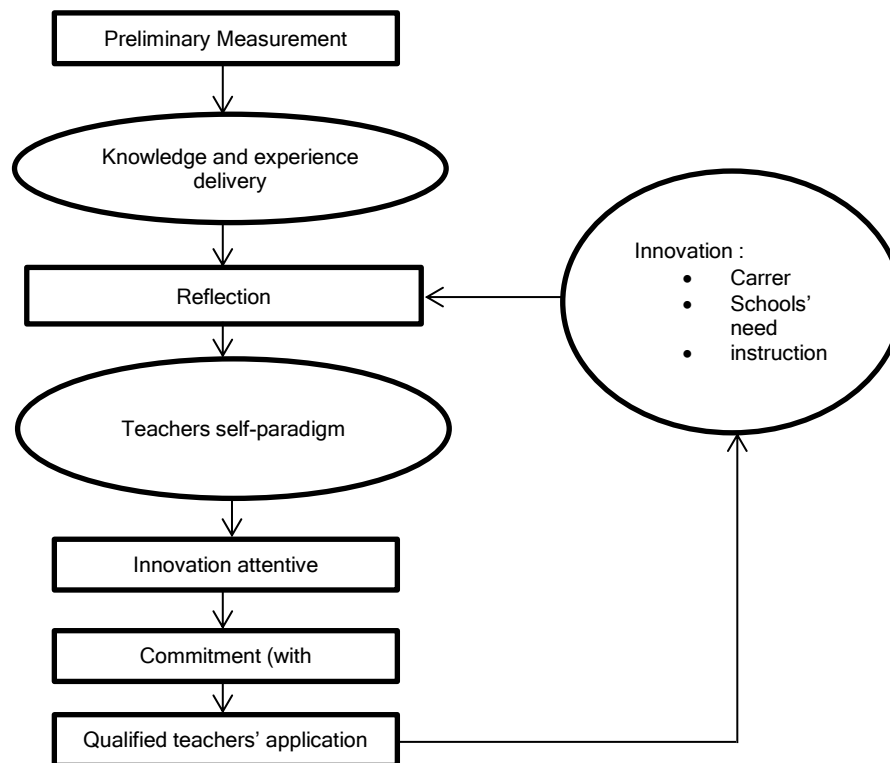


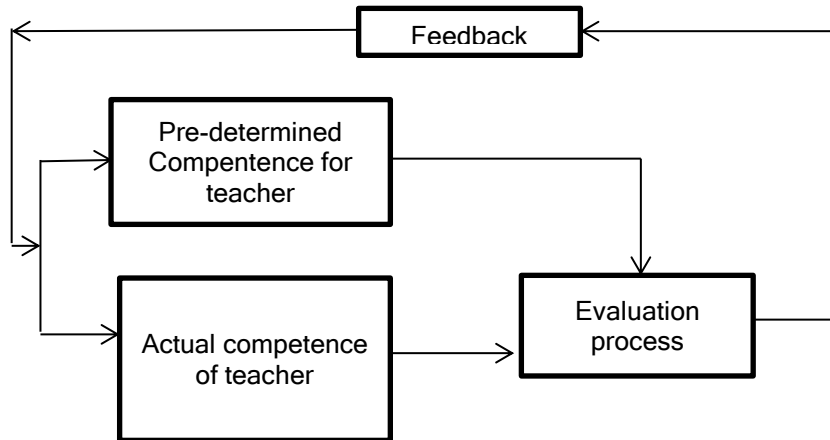
Figure : Experience Progressive Learning Model

This training package will be able to help organization and especially teacher in several ways. *First*, planning for training can be suited to the need of organization and also real condition of organization continuously. *Second*, this training package functions to control teachers' quality. It can be observed from the quality cluster formed. *Third*, it helps to build teachers' paradigm so the need of individual teacher and school can be accommodated, in turn, it will improve the quality of school and teacher which will be able to serve the need of students and society. *Fourth*, it helps to develop teachers' professionalism. With their paradigm, teachers are able to transform their image to be professional teacher after passing through training and evaluation phases which are conducted periodically. *Fifth*, the training package functions as a means to communicate ideas, creativity, initiatives, innovation and new information and to responds environmental change and development. *Sixth*, it encourages teachers to act actively and proactively based on their main duty and functions.

3. Evaluation of Training for Teachers' Quality Improvement in The Perspective of Management

Strategic

Training evaluation consists of (a) performance evaluation in the form of content mastery, (b) evaluation of training effectiveness and efficiency, (c) evaluation of teachers' commitment to the school.



In evaluation system of training as shown in the figure above, evaluation process is started from the formulation of competence standard for teacher which refers to existing teacher's competence standard or regulation made school and run by head of personnel and finance department, teachers' evaluation strategy can be done through quality cluster that has been formed. Teachers' competence should be measured continuously. In this study, it is done once in every 6 months through evaluation and cluster activity including performance evaluation which is integrated with the determined standard from ministry of education. Evaluation of quality cluster is conducted once in six months or in the end of semester and it functions as evaluation process to obtain feedback from cluster activity. This activity will provide information for planning of next semester and it can be used also as input for planning and application of the coming semester program.

Training evaluation will provide several benefits which are also the characteristic of evaluation. First, it has high relevance. Training program is always in line with the aims of school. *Second*, it gives benefits. Training evaluation is able to provide recommendation for school principal to do some improvement, changing, and perfection on the behalf of teachers and organization. *Third*, it is future-oriented. The evaluation result can be used to select and determine a future- oriented program by making some prediction of change, progress, and task development which will be faced in the future. *Fourth*, it is special. Training evaluation is different with other evaluation and it provides benefit and encourage organizational development in doing their main task. *Fifth*, it is suitable with existing condition meaning that it suits the organization program with individual program. *Seventh*, it creates development. Evaluation will provide description of teachers' and schools'

development which need to be improved, made perfect and increased.

By referring to the systemic model stated above and several dimension, this training model has several advantages: (a) profitability; high productivity; (c) competitive position, which can be observed from the acceptance level of society toward the school; (d) technology superiority, meaning that teachers' main function should be conducted in line with time, quality, uniqueness and task complexity that must be finished with low level of mistake due to the adaptation of development of technology; (e) the superiority of human resources, meaning that human is determinant factor in determining the school success; (f) working atmosphere, as a means to show formal and informal working relations which is developed as organization culture.

Model, training package and training evaluation is a integrated structure which is interrelated and supported one another. The development of training evaluation is part of training package which is discussed more detailed in separate sections.

The three development product contains the following aspect viewed from the management principles

1. Planning

The essence of planning is to select and choose the alternative activity which will be conducted to achieve the organizational target efficiently and effectively. The program are expected to improve and develop the existing condition. All requirements for planning has already contained in model, package and evaluation of training.

2. Organizing

in this mode, training package and evaluation are able to create mechanism of cooperation to support data, information, to share opinion and experience and to present suggestion and criticisms. This cooperation can be *realized by forming team to solve* problems (quality cluster). Effective and efficient organization will create organizational dynamics and network.

3. Implementing.

Using training which is reflected in training strategy, it will be easy to: (a) gather information needed in doing their main functions as teachers; (b) facilitates *the presentation and implementation* of information in the form of ideas, creativities, and innovation which are nble to encourage the progress and development of teachers' profession and school organization; (c) improve the accountability and personal support to work and use all potentials and (d) develop quality work through participation, pride through reward for work achievement.

4. Control

Control is a process to measure and judge the effectiveness of each personnel and efficiency level of resources use to contribute in achieving organizational target. Some uniqueness of this product are (a) giving feedback in the form of information of strength* weaknesses and implementation of their work; (b) finding the best solution for achieving the goals; (c) finding organization and teachers problems to handle through effective internal network; (d) giving information related with all resources in the form of strength and opportunity which are able to use to implement the program and (e) giving information to improve accountability in order to know

the organizational purpose that has and has not been achieved.

E. CONCLUSION

The product test involve expert validation. They are expert and academician in human resources field and education, curriculum and educational management. The expert selection is based on the expert consideration. The result of validation from the two expert toward the product are as follows:

- a. For the second training model, the two expert gives 3.50 for usability aspect; 3.70 for feasibility aspect and 3.81 for accuracy.
- b. For the package, the two experts give score of 3.68 for usability aspect of training package; 3.70 for feasibility and 3.55 for accuracy.
- c. For training evaluation, the two experts gives 3.68 for usability, 3.50 for efficiency/feasibility of evaluation and 3.70 for evaluation accuracy.

Meanwhile for small group test and limited group test involve the staff and teachers of Matahari Terbit Elementary School of Surabaya. The validation is conducted by distributing and analyzing questionnaire and responds, suggestion from expert, staff and teachers of Matahari Terbit Elementary School at Surabaya. The results of limited group validation are as follows:

- a. There is an increase of 44% to understand more of organization need. It means that teachers are ready to conduct the agreed change.
- b. Performance measured by peer increase 44%. It means that teachers are able to create good team work.
- c. Performance measured by principal increase of 6.75%. it means that there is an *increase of 25% for teachers' commitment* after following the training. Thus, we can find out that the effectiveness/benefits of training for teacher and school is 3.30 or 87%. It means that the training is effective and reliable.
- d. The efficiency of training from limited group test shows score of 3.30 or 82%. It means that model and training package with the evaluation can be implemented well in Matahari Terbit Elementary School at Surabaya.
- e. The training implementation which is started from planning, implementation and evaluation is considered as good. The material mastery is also good viewed from cognitive, affective and psychomotor aspect that is 86%. Implementation from teachers' ability to perform the process of management strategic will be "inter variable" for adaptive power of teacher.
- f. In the perspective of management strategic, teachers' career is not only teaching in class but also developing their potentials as individual and their profession as teachers.
- g. Model and training package for teachers' quality improvement in the perspective of management strategic is proper to be used as training guide of teachers' quality improvement in Matahari Terbit Elementary School at Surabaya.

- h. The measurement of teachers' performance using training guide shows that those teachers have good performance.

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