

Increasing Teachers' Understanding of Vocational Centers of Excellence Through In House Training

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Abstrak

Tujuan penelitian ini adalah untuk mengetahui apakah in house training mampu meningkatkan pemahaman guru tentang SMK pusat keunggulan. Jenis penelitian ini adalah penelitian tindakan sekolah dengan subjek 35 guru dengan pelaksanaan dua siklus yang di laksanakan dari bulan juli 2021. Pengumpulan data dilakukan dengan melakukan pretest dan posttest terhadap pemahaman guru tentang SMK pusat keunggulan. Analisis data dilakukan dengan menggunakan bantuan SPSS dengan uji normalitas dan uji perbandingan. Hasil penelitian menunjukkan bahwa telah terjadi peningkatan dari pre test ke post test dengan rata-rata prosentase 32.54%. Berdasarkan data yang diperoleh dalam Penelitian Tindakan Sekolah (PTS) ini maka dapat disimpulkan bahwa penerapan In House Training dapat meningkatkan pemahaman guru tentang SMK pusat kenggunlan di SMK Negeri 1 Cangkringan.

Kata Kunci: *SMK Pusat Keunggulan, In House Training.*

Abstract

The purpose of this study was to find out whether in-house training was able to increase teachers' understanding of SMK centers of excellence. This type of research is school action research with 35 teachers as subjects with the implementation of two cycles which will be carried out from July 2021. Data collection is carried out by conducting a pretest and posttest on teachers' understanding of SMK centers of excellence. Data analysis was carried out using SPSS with the normality test and comparison test. The results showed that there had been an increase from pre-test to post-test with an average percentage of 32.54%. Based on the data obtained in the School Action Research (PTS), it can be concluded that the application of In House Training can increase teachers' understanding of the center of excellence at SMK Negeri 1 Cangkringan.

Keywords: *Center of Excellence Vocational High School, In House Training.*

INTRODUCTION

Education is one of the most important needs in human life. Through education, people get good knowledge and experience for their lives. In addition, through human education, especially students, they are prepared to have noble self-values (Rosad, 2019). These noble values can be seen in students with character education that is able to improve the quality of education in the future.

The Ministry of National Education in early 2010 stated that there was a strong community need for cultural education and national character. Discipline is one of the eighteen values for cultural and character education that is being promoted by the government. The government describes the value of discipline as an act that shows orderly behavior and obeys various rules and regulations. As stated by the Ministry of National Education, it is very clear that one of the goals of education in Indonesia is to shape the character and personality of students with noble values. Therefore, it is a joint duty and responsibility, especially schools,

to realize education that is cultured and has character.

Education cannot be separated from the curriculum, because the success of an education depends on the curriculum used (Muharrom, 2013). The better the curriculum is, the education will definitely be said to be good or advanced. The curriculum is the spearhead for the implementation of educational activities. Without a curriculum, it is impossible for education to run well, effectively and efficiently as expected. Therefore, the curriculum really needs to be considered in each educational unit.

The Ministry of Education and Culture (Kemendikbud) launched the eighth episode of Freedom Learning: Center for Excellence Vocational High School, online in Jakarta. The Center for Excellence Vocational High School program is an embodiment of President Joko Widodo's vision regarding improving vocational education as a strategy for developing Indonesia's human resources (HR). The Center of Excellence is a comprehensive breakthrough aimed at responding to challenges in the framework of improving the current condition of SMKs, so that they are more in line with the needs of the world of work, "explained the Minister of Education and Culture (Mendikbud) Nadiem Anwar Makarim when delivering his presentation. The Center of Excellence Vocational School program aims to produce graduates who are absorbed in the world of work or become entrepreneurs through in-depth and comprehensive alignment of vocational education with the world of work.

Teaching is an activity of teacher interaction with students, the environment, and the tools used to achieve certain goals (Inah, 2015). Teaching is conveying knowledge to students, trying to organize the environment so as to create learning conditions for students, providing study guidance to students, passing on culture to the younger generation, activities aimed at preparing students to become good citizens, a process of helping students in facing life in the world. everyday community environment (Ridolf, 2020). To achieve the intended goal, various kinds of views and opinions have emerged from education experts from both Indonesia and from various parts of the world, but there is no single theory that can be used as a single guide in learning activities. In addition to the many factors that affect the intended learning, the teacher's factor itself is very influential, such as educational background, experience, and ability to provide teaching materials to students. Some people think teaching is not much different from educating.

Learning is a series of student external events designed to support internal learning processes (Wicaksono, 2016). Learning is a process of communication between teachers and students or students with students. Communication can be verbal (oral), and can also be non-verbal (learning media). Communication in learning is shown to help the learning process. Learning is designed so that students can process real information to achieve predetermined goals.

The Center for Excellence Vocational High School program provides a way to liberate teacher potential, through intensive training and mentoring programs to realize work-based management and learning. As stated by Siregar (2021) Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students. The ability of educators must match the basic competencies previously possessed. If it is not appropriate, it will greatly affect the quality of educators who are taught to students. As a result, there will be a decrease in school performance. The success of the teacher in the learning process is largely determined by the teacher's performance as an educator. Teacher performance is the ability of a teacher to carry out learning tasks at school and is responsible for students under his guidance by increasing student achievement. Teacher performance in learning is the most important part in supporting the creation of an effective learning process.

Active learning is an important basic element for the success of the learning process. According to Zakka (2018) the implications of the principle of activeness for students further require students' direct involvement in the learning process. Student activity includes: liveliness to ask questions, express opinions, pay attention during learning. Mulyasa (2002) suggests that learning is said to be successful and of good quality if all or at least the majority (75%) of students are actively involved, both physically, mentally and socially in the learning process.

According to Wibowo (2016), there are six things that influence student activity in class,

namely: students, teachers, material, place, time, and facilities. One of the factors that influence activeness is the teacher because it is the teacher who manages all forms of learning activities in the classroom with the desired learning objectives. The activeness of students makes learning run according to the lesson plan that has been prepared by the teacher, the form of student activity can be in the form of activities on their own or activities in a group. (Wibowo, 2016). Therefore, through learning models, methods and strategies, teachers can make various efforts to increase student activity in order to achieve the expected conditions.

However, in reality there are still many SMK teachers who are appointed as Centers of Excellence Vocational Schools who do not understand the new paradigm curriculum by carrying out the spirit of "Freedom to Learn" and do not have innovation and creativity during learning, especially during a pandemic like today where learning is carried out independently. online. Besides network constraints and also the lack of facilities owned by students, monotonous learning will also make students feel bored and less enthusiastic about learning. What's more, at this time it is not easy for teachers to develop their potential because they are faced with the Covid-19 pandemic which requires learning to be carried out online so that various obstacles arise, such as network constraints, quotas and non-innovative learning resulting in less productive teacher performance.

Based on the description that has been stated above, it is necessary to make efforts to improve teacher performance for SMK Centers of Excellence in order to experience increased quality and performance, namely through "Improving Teacher Understanding of SMK Pusat Excellence through In House Training at SMK Negeri 1 Cangkringan". Efforts to improve teacher performance are carried out through training and mentoring by expert trainers to further strengthen the understanding and skills gained from the training. Principals and teachers are provided with pedagogic and assessment training so they are able to apply the curriculum with this method. Learning implementation training for SMK Centers of Excellence is carried out by the Learning Committee, namely school supervisors, heads of education units, and representatives of teachers who have been trained at the national level. As stated by Reza (2019) that in essence the education and training program is designed to obtain good quality human resources and are ready to compete in government.

METHOD

This research uses school action research, namely research to find practical solutions to local factual problems that occur in the classroom or at the school where the researcher himself is (Fauziah, 2022). The design of this study uses a spiral loop design by Kemmis & Mc Taggart. The PTK flow chart used is as follows:

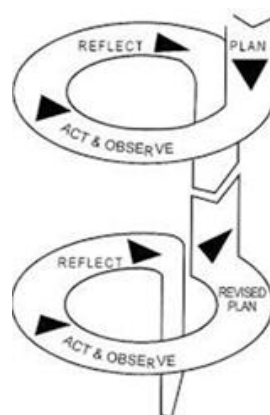


Chart 1. Classroom Action Research Cycle

Source: (Kemmis dan Mc. Taggart, 1988: 11)

Broadly speaking, the design has several stages, namely: planning (plan), implementation and observation (act & observe), and reflection (reflect).

This research action was carried out in two cycles because after reflection which included

analysis and research on the previous action process, new problems or thoughts would emerge so that it was necessary to re-plan, re-action, re-observe, and re-reflect. Based on the problems in this study, the subjects of this study were teachers at SMK Negeri 1 Cangkringan, Sleman Regency, totaling 35 teachers consisting of 13 male teachers and 22 female teachers, and it was held from 29 July 2021 – 9 August 2021.

RESULTS AND DISCUSSION

The initial conditions of the Cangkringan 1 State Vocational School teachers before the action was taken, it was found that the teachers' understanding of the Center for Excellence Vocational High School varied widely, but most were in the moderate category with unsatisfactory scores. This value data was obtained through an initial test with various questions via Googleform. The initial test results obtained are as follows:

Table 1. Preliminary Test Results

Teacher	Preliminary Test Scores	Category	18	30	Low
1	60	Currently	19	47.5	Currently
2	65	Currently	20	30	Low
3	60	Currently	21	57.5	Currently
4	67.5	Tall	22	52.5	Currently
5	65	Currently	23	82.5	Tall
6	52.5	Currently	24	58	Currently
7	45	Currently	25	50	Currently
8	47.5	Currently	26	48	Currently
9	45	Currently	27	35	Low
10	30	Low	28	63	Currently
11	55	Currently	29	53	Currently
12	30	Low	30	83	Tall
13	55	Currently	31	33	Low
14	60	Currently	32	48	Currently
15	30	Low	33	45	Currently
16	32.5	Low	34	48	Currently
17	57.5	Currently	35	68	Tall

Statistics

Pretest

N	Valid	35
	Missing	0
Mean		51.2571
Std. Error of Mean		2.40040
Median		53.0000
Mode		30.00 ^a
Std. Deviation		14.20096
Variance		201.667
Skewness		.194
Std. Error of Skewness		.398
Kurtosis		-.160
Std. Error of Kurtosis		.778
Range		53.00
Minimum		30.00
Maximum		83.00
Sum		1794.00

Table 2. Value Categorization

$X < (M-1SD)$	$< 37,05$	Low
$M-1SD < X < M+1SD$	$37,05 < X < 65,45$	Currently
$M+1SD < X$	$65,45 < X$	Tall

Based on the scores obtained in the table above, there are 8 teachers who have low categorization scores, 23 teachers who get moderate grades, and 4 teachers who fall into high categorization scores. It can be concluded that all Cangkringan 1 State Vocational School teachers have different levels of understanding about the Central Vocational School of Excellence, so that the next action process refers to subjects 10, 12, 15, 16, 18, 20, 27, 31 to increase understanding of Center of Excellence Vocational High School.

Final Test Results

Provision of post tests carried out after the action took place. The final test work will be carried out on August 9, 2021. The final test data is presented in the following table:

Table 3. Final Test Results

Teacher	Final Test Score	Category	Teacher	Final Test Score	Category
1	98	Tall	19	98	Tall
2	95	Currently	20	70	Low
3	78	Currently	21	85	Currently
4	93	Currently	22	80	Currently
5	85	Currently	23	93	Currently
6	80	Currently	24	98	Tall
7	95	Currently	25	55	Low
8	85	Currently	26	85	Currently
9	98	Tall	27	88	Currently
10	80	Currently	28	70	Low
11	90	Currently	29	75	Currently
12	70	Low	30	93	Currently
13	95	Currently	31	70	Low
14	75	Currently	32	78	Currently
15	90	Currently	33	95	Currently
16	98	Tall	34	50	Low
17	95	Currently	35	80	Currently
18	75	Currently			

Statistics		
Posttest		
N	Valid	35
	Missing	0
Mean		83.8000
Std. Error of Mean		2.09914
Median		85.0000
Mode		95.00 ^a
Std. Deviation		12.41868
Variance		154.224
Skewness		-.903
Std. Error of Skewness		.398
Kurtosis		.485
Std. Error of Kurtosis		.778
Range		48.00
Minimum		50.00
Maximum		98.00
Sum		2933.00

a. Multiple modes exist. The smallest value is shown

Based on the results of the post test, the highest score was obtained by subjects 1, 9, 16, 19 and 24 with a value of 98 and the lowest score was obtained by subject 34 with a value of 50. There were eight subjects with the initials 10, 12, 15, 16, 18, 20, 27, 31 get an increase in value after the action takes place with the value in the previously low category increasing to medium and high. The mean value obtained was 83.80..

The results of the pre-test and post-test are continued using SPSS 26.0 for windows calculation assistance to carry out the normality test then if the data is normally distributed then proceed with a comparative test (Paired Samples Test).

Normality test

The Normality test is carried out using the Kolmogorov Smirnov formula, which is an effective and valid testing method used for small samples (Azmi, 2023). The results of the normality test are presented in the following table:

Table 4. Normality Test Results
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.102	35	.200*	.944	35	.076
Posttest	.142	35	.071	.909	35	.007

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

This test was carried out with the aim of knowing whether the subjects were normally

distributed or not. The results of the normality test of understanding of SMK PK before and after being given treatment. This normality test is used to determine the analysis technique for testing the hypothesis with a sig level of 0.05. In the table of the results of the one sample Kolmogorov-Smirnov normality test, it can be seen that the sig. Pre-test 0.200 and sig. Post test 0.071. This shows, the value of sig. Pre-test > 0.05 or 0.200 > 0.05 and sig. Post-test > 0.05 or 0.071 > 0.05 so that it can be concluded that the results of the normality test from the pre-test and post-test samples of the study were normally distributed.

Paired Sample T Test

Paired Sample T Test This test is used to find out whether there is an average difference between the pretest-posttest results. This is done to answer whether In House Training is able to increase teachers' understanding of SMK centers of excellence. To answer the formulation of the problem, a paired sample t test was performed on the pre-test and post-test data, as follows:

**Table 5. Paired Sample T Test
 Paired Samples Test**

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 Pretest - Posttest	-32.54286	16.30471	2.75600	-38.14372	-26.94199	-11.808	34	.000

Based on the output pair 1, the value of Sig. (2-tailed) of 0.000 < 0.005, it can be said that there is a difference in the average understanding of teachers about SMK centers of excellence through in-house training.

The implementation of in-house training for this action has been going according to plan and there has been an increase in teachers between the pre-test and post-test. From the table above it can be said that there has been an increase from pre-test to post-test with an average percentage of 32.54%. The results of this study are in line with the results of research conducted by Corinorita (2016) entitled Implementation of In House Training to Improve Teacher Competence in Preparing RPP in Junior High Schools. In his research it was stated that: the implementation of In House Training can improve teacher competence in preparing lesson plans at SMP Negeri 32 Pekanbaru for the 2015/2016 academic year. In the first cycle the competence of teachers in preparing lesson plans was 71.3 with 50% of teachers who were able to prepare lesson plans properly and correctly. In cycle II the competence of teachers in preparing lesson plans is 87.8 with 100% of teachers who have been able to prepare lesson plans properly and correctly.

CONCLUSION

From the results and discussion, it can be concluded that this study shows that in-house training can increase teachers' understanding of the SMK center of excellence at SMK Negeri 1 Cangkringan.

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