

IMPLEMENTATION OF HIGH SCHOOL TEACHER COMPETENCY DEVELOPMENT (MULTI-SITE STUDY AT SMAN 1 KUALA KAPUAS AND SMAN 1 BASARANG)

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Abstract

This research aims to determine the implementation Development School Teacher Competence Senior High School at SMAN 1 Kuala Kapuas and SMAN 1 Basarang. Study This use method study qualitative with type study phenomenology. Data sources used is interview with informants and retrieval the criteria based on technique snowball sampling. Data collection techniques used is interviews, documentation and field observations. After the data is collected, then done analysis use data analysis in One social situation according to Miles & Huberman and cross- site data analysis flow model. Validity techniques the data use degrees credibility, transferability, dependability, confirmability and triangulation. Research results show that First about readiness development teacher competency at both research sites. This show existence role managerial head school in determine policy development teacher competence in schools. While in the planning process development teacher competency at both research sites has designed in a way analytical and systematic in accordance personal needs of teachers and schools. Secondly, in the implementation development teacher competency at both research sites show existence emphasis utilization technology and information in training development teacher competency in schools. The activities implementation development in a way technical covering coaching, giving assignments, education or studies further, development career, conferences, workshops, in-house training and seminars. The third about facilities and infrastructure school in facilitate development teacher competence at both sites shows. The infrastructure at the school is very adequate and has proper function like room training, laboratories and technology up-to-date information and convenience access to source the power possessed.

Keywords: Competency Development, Teacher Competencies, Senior High School

Abstrak

Tujuan penelitian ini adalah untuk mengetahui implementasi Pengembangan Kompetensi Guru Sekolah Menengah Atas pada SMAN 1 Kuala Kapuas dan SMAN 1 Basarang. Penelitian ini menggunakan metode penelitian kualitatif dengan jenis penelitian fenomenologi. Sumber data yang digunakan ialah wawancara dengan informan yang diambil kriterianya berdasarkan teknik snowball sampling. Teknik pengumpulan data yang digunakan ialah wawancara, dokumentasi dan observasi di lapangan. Setelah data terkumpul, kemudian dilakukan analisis menggunakan analisis data dalam satu situasi sosial menurut Miles & Huberman dan analisis data lintas situs model alir. Teknik keabsahan datanya menggunakan derajat kepercayaan (credibility), keteralihan (transferability), kebergantungan (dependability), kepastian (confirmability) dan

triangulasi. Hasil peneliatian menunjukkan bahwa pertama mengenai kesiapan pengembangan kompetensi guru pada kedua situs penelitian ini menunjukkan adanya peran manajerial kepala sekolah dalam menentukan kebijakan pengembangan kompetensi guru di sekolah. Sedangkan pada proses perencanaan pengembangan kompetensi guru pada kedua situs penelitian telah dirancang secara analitis dan sistematis sesuai kebutuhan personal guru dan sekolah. Kedua pada pelaksanaan pengembangan kompetensi guru pada kedua situs penelitian menunjukkan adanya penekanan pemanfaatan teknologi dan informasi dalam pelatihan pengembangan kompetensi guru di sekolah. Adapun kegiatan pelaksanaan pengembangan secara teknis meliputi pembinaan, pemberian tugas, pendidikan atau studi lanjut, pengembangan karir, konferensi, lokakarya, in house training dan seminar. Ketiga mengenai sarana dan prasarana sekolah dalam memfasilitasi pengembangan kompetensi guru pada kedua situs menunjukkan infrastruktur yang ada di sekolah sangat memadai dan memiliki fungsi yang layak seperti ruang pelatihan, laboratorium, dan teknologi informasi yang up-to-date dan kemudahan akses terhadap sumber daya yang dimiliki.

Kata kunci: Pengembangan Kompetensi, Kompetensi Guru, Sekolah Menengah Atas

INTRODUCTION

The role of teachers in Indonesia has undergone significant development in recent years in line with the transformation of national education policies and the demands of globalization. Education reform places teachers as the main actors in improving the quality of education, not just curriculum implementers, but as agents of change that play a role in shaping the quality of human resources. The government's attention to teachers is manifested through various strategic policies that emphasize increasing competence, professionalism, and strengthening pedagogic and technological capacity. The innovations carried out by the Ministry of Education, Culture, Research, and Technology show the state's commitment to preparing teachers who are adaptive to the times, especially in facing the digital era and learning transformation.

Teachers have a strategic position in educational development because they play a direct role in the learning process, character building, and development of students' potential. Hery Noer Aly (2003) emphasized that teachers are the drivers of the progress of civilization, community empowerment, and the preparation of the nation's next generation who are able to contribute significantly to social life. In this context, the quality of teachers is a determining factor for the success of education. Teachers are not only a source of knowledge, but also facilitators, innovators, and supervisors who shape students' competencies according to the demands of the 21st century.

Teacher reform efforts in Indonesia are directed at improving the quality of education through strengthening teacher competence in a sustainable manner. Competent teachers are considered the main key to the success of quality education. Therefore, the management of teacher competency development is a crucial aspect that must be designed systematically. Teacher competence cannot be separated from the context of school institutions, curriculum, and educational administration systems. This linkage emphasizes that teacher development is part of comprehensive education management.

Changes in educational demands place teachers as the main actors in the transformation of human resources. Teacher skill development is an urgent need, especially in mastering learning technology, innovating teaching methods, and strengthening digital literacy. The pattern of teacher resource development is generally carried out through a structured management program, including planning, implementation, and evaluation of competency development. The program is prepared based on the needs of schools and the development of national education policies. Teacher competency development management aims to produce professional teachers who are able to improve the quality of learning. Mulyasa (2013) explained that teachers' competencies include pedagogical, professional, social, and personality skills that must be developed continuously. Competency development is not only through formal training, but also through learning communities, academic supervision, and reflection on learning practices. Thus, teacher development management is the main strategy in improving the quality of education.

Empirical research shows that teacher competence has a positive relationship with student learning outcomes. Atika (2017) found that improving teacher competence has a significant impact on improving the learning outcomes of high school students. These findings confirm that investment in teacher development is an investment in the quality of education. Teachers who have high competence tend to be able to create innovative, interactive, and student-centered learning. In addition, teacher competence is also related to managerial ability in managing learning and the school system. Hambali (2016) emphasized that teacher competence requires the ability to manage institutions and the education system as a whole. These management skills allow teachers to develop learning strategies that suit the needs of students and the school context. Thus, teacher competency development is not only individual, but also institutional.

Within the framework of national regulations, teacher competency development has a strong legal basis through Law Number 14 of 2005 concerning Teachers and Lecturers which affirms the professionalism of teachers as a job that requires special competencies and continuous development. The regulation is strengthened by Law Number 20 of 2003 concerning the National Education System which places educators as an important component in improving the quality of national education. These two regulations are the basis for schools to develop teacher development programs. The development of teacher competencies in practice is greatly influenced by the leadership of the principal. The principal acts as an education manager who is responsible for designing teacher development programs, providing facilities, and creating a professional learning culture in schools. Visionary leadership encourages teachers to continuously improve their competencies through training, workshops, and professional collaboration. School cultures that support teacher learning have been proven to increase the effectiveness of competency development programs.

Based on observations at SMA Negeri 1 Kuala Kapuas and SMA Negeri 1 Basarang, teacher competency development is carried out through various programs designed according to school needs. The program includes learning technology training,

curriculum workshops, and teacher learning community activities. Schools provide space for teachers to take part in external and internal training as part of a strategy to improve professionalism. Teacher development efforts in the two schools show that teacher development management is a systematic process. Planning is carried out through the identification of teacher competency needs, implementation through training programs, and evaluation through academic supervision and learning reflection. This approach is in line with education management theory which emphasizes the importance of planning, implementation, and evaluation cycles in educational human resource development (Bush, 2011).

The principal opens wide opportunities for teachers to improve their professional competence, improve their quality, and take part in training that is relevant to learning needs. This participatory approach allows teachers to be actively involved in the professional development process. In addition, the development program is adjusted to the needs of educational technology so that teachers are able to face the challenges of digital learning. Technology-based teacher competency development is one of the main focuses in teacher development management. The digital era requires teachers to master technology as a learning medium, evaluation tool, and a means of collaboration. The integration of technology in learning not only increases the effectiveness of learning, but also expands access to knowledge for students. Therefore, schools need to integrate technology training as part of their teacher development strategy.

Teacher development management also has implications for improving the quality of education as a whole. Competent teachers are able to design innovative learning, increase student engagement, and create a conducive learning environment. This has an impact on improving learning outcomes, student motivation, and the quality of school education. Thus, teacher development is a strategic investment in education development. Cross-site studies in the two schools showed that although the school contexts were different, the principles of teacher development management were similar, namely needs-based planning, continuous program implementation, and quality-improvement-oriented evaluation. The difference lies in the implementation strategy and the resources available. These findings confirm the importance of teacher development management flexibility according to the school context.

This study confirms that teacher development management is a key factor in improving teacher professionalism. Teacher competency development needs to be carried out in a sustainable, collaborative, and needs-based manner. National policy support, principals' leadership, and professional learning culture are the determining factors for the success of teacher development programs. With a starting point in this context, this study is directed to examine the management of high school teacher development through a multi-site study approach at SMA Negeri 1 Kuala Kapuas and SMA Negeri 1 Basarang. This study is expected to make a conceptual and practical contribution to the development of teacher management, especially in improving the quality of teacher professionalism and the quality of education. In the end, teacher development management not only serves to

improve individual teacher competencies, but also strengthens the capacity of educational institutions. Systematic teacher development will produce quality learning, improve student learning outcomes, and support the achievement of national education goals. Therefore, teacher competency development should be a top priority in education policies and school management practices.

METHOD

This study uses a qualitative approach described descriptively regarding the real phenomenon of teacher development management based on evidence found on the research site. This type of research is multi-site that aims to study and understand phenomena that occur as a whole and are not affected by real-world conditions in the two research centers. The position of the researcher is as the main research instrument to dig deeper into the research topic. Data collection techniques through structured interviews, observations, and documentation. The informants in this study are the Principal, Vice Principal and Teacher at both research sites. The data collected were analyzed using Miles & Huberman analysis and cross-site data analysis of flow models. The data validity technique uses degrees of *credibility*, transferability, *dependability*, *confirmability* and triangulation. This study takes the place of SMA Negeri 1 Kuala Kapuas and SMA Negeri 1 Basarang as research sites with the consideration that SMA Negeri 1 Kuala Kapuas and SMA Negeri 1 Basarang have a large number of teachers, and have good management of teacher resource development, as seen from the achievements achieved by the two schools.

RESULTS AND DISCUSSION

Readiness for Teacher Competency Development

At SMA Negeri 1 Kuala Kapuas and SMA Negeri 1 Basarang it was found that there was a managerial policy from the principal on the development of teacher competence. This policy is supported by written documents in the form of the school's vision and mission. The vision of SMA Negeri 1 Kuala Kapuas is to create a school that is of quality, healthy, has an artistic spirit, behaves nobly, and has insight into caring for the environment. Meanwhile, the vision at SMAN 1 Basarang is to realize the Pancasila Student Profile through student-centered learning, utilizing technology and mentoring them to become competent graduates. The existence of this form shows a strong commitment from the school in improving the quality of schools, especially starting from improving the competence of teachers. The involvement of all parties in the formulation of the vision and mission is the main step, focus and goal of the school in carrying out the education process. Furthermore, in the planning process, teacher competency development is a follow-up to the formation of policies that have been prepared to formulate real goals, both current and future goals, in other words, long and short term. This is intended so that teacher development policies and programs continue to exist and be sustainable according to the development of the times. The findings on site 1 regarding teacher development planning at SMA Negeri 1 Kuala Kapuas are starting with the determination of long-term and short-term goals in a limited internal meeting consisting of principals, representatives

and program heads. The results of the planning at this internal meeting were socialized in a large meeting involving teachers and education staff. The next stage is the determination of the type of development program based on its urgency and essentiality for teachers and schools. The selection of this type of program is entirely based on the decision of an internal meeting conducted with the principal. The school's focus in determining the type of program is categorized into 2, namely upskilling or training that is useful for deepening the mastery of teachers' skills that they already have and reskilling or developing skills that do not yet have but have benefits and help complete the main tasks of teachers at school. The planning process at SMA Negeri 1 Basarang begins with the determination of development goals consisting of long-term and medium-term goals. The next process is to conduct a needs analysis by identifying the needs of teachers who are productive and able to adapt. Then 2 teams were formed consisting of management and administration. The management team consisting of the principal and representative of the school formulates a matter related to teachers, education staff and students. Meanwhile, the administrative team consisting of the head of administration and the deputy of quality assurance formulated a matter related to the administration and quality of the school. The next stage is to find and collect various information related to teacher development training, such as delegating teachers to out-of-school training. This is done by targeting the goal for teachers in schools to improve their professionalism.

Implementation of Teacher Competency Development

The main focus of teacher development in schools is to pay special attention to guiding teachers in optimizing their potential based on their competencies. To achieve the school's goals, it is important to implement a development program that allows teachers to hone their skills effectively. The findings at SMA Negeri 1 Kuala Kapuas are that there are 2 forms of program development, namely on the job training and off the job training. The implementation of teacher development training is carried out internally and externally by the school. The implementation of training from within the school emphasizes the use of technology and information. Meanwhile, the implementation of training from outside the school requires needs analysis, mapping teachers according to educational backgrounds, talents and interests. Furthermore, the findings at SMA Negeri 1 Basarang are by holding various development programs according to the qualifications of teachers, programs to send representatives to external school training according to invitations and needs requested, the MGMP program which is mandatory training for teachers to similar activities such as seminars, lokarkaya, symposiums as an additional form of knowledge insight, experience and work networking for teachers.

School Facilities and Infrastructure in Facilitating Teacher Competency Development

The success of teacher competency development program activities can be influenced by adequate school facilities and infrastructure. The findings at SMA Negeri 1 Kuala Kapuas show that the school's facilities and infrastructure are adequate and meet standards in

supporting the education process. IHT activities that are routinely carried out by schools are one of the most effective activities in developing teacher competence, because it is felt that teachers' skills and understanding of the education process can be improved. Meanwhile, the findings at SMA Negeri 1 Basarang were found that the existing infrastructure in the school is very adequate and has proper functions such as training rooms, laboratories, and information technology that are up-to-date allowing teachers to participate in various training programs and workshops, as well as apply the latest teaching methods. Additionally, access to resources such as books, teaching materials, and educational software enriches the learning and teaching experience, which in turn improves the overall quality of education. Thus, it will also have a good impact on improving the professionalism of teachers' performance in schools.

Cross-Site Analytics

Table 1. Cross-Site Analytics

Teacher Competency Development	Site 1 (SMAN 1 Kuala Kapuas)	Site 2 (SMAN 1 Basarang)	Cross-Site
Readiness for teacher competency development	<p>1) Managerial policies and support This policy is supported by written documents in the form of the school's vision and mission as well as showing the school's strong commitment to improving school quality through improving teacher competence. The vision is to create a school that is of quality, healthy, has an artistic spirit, behaves nobly, and has insight into caring for the environment.</p>	<p>1) Managerial policies and support Efforts to improve the professionalism of teachers, this policy is present and supports the vision and mission of the school. The alignment of the school's vision is to create a Pancasila Student Profile through learning that is on the side of students, utilizing technology to guide them to become competent graduates.</p>	<p>1) Managerial policies and support The policy of developing teacher competencies should be present and supported by the school's vision and mission as a form of real commitment in realizing and improving the quality of competent teachers and quality schools.</p> <p>2) Teacher competency development planning Efforts to improve teacher competence should be carried out and designed analytically and</p>

	<p>2) Competency development planning</p> <p>a. Set long-term and short-term goals.</p> <p>b. Carrying out 2 types of meetings, namely limited internal meetings by school principals, deputies and program heads and large meetings with teachers and education staff.</p> <p>c. Determine the type of program based on its urgency and essentiality to teachers and schools.</p> <p>d. The implementation program focuses on <i>upskilling</i> and <i>reskilling</i> for teachers.</p>	<p>2) Competency development planning</p> <p>a. Set long-term and medium-term goals.</p> <p>b. Analyze the needs of teachers who are productive and have high adaptation.</p> <p>c. Forming 2 teams, namely management and administration.</p> <p>d. Searching for and gathering various development information outside of school.</p> <p>e. Targeting teachers to be able to improve their competence.</p>	<p>systematically, so that the <i>output</i> results produce competent and highly professional teachers.</p>
Implementation of teacher competency development	<p>a. Training providers consist of internal and external schools.</p> <p>b. The form of teacher competency development activities consists of 1) <i>On the Job Training</i> related to training in improving teachers'</p>	<p>a. The development program is according to the qualifications of teachers by seeking the heads of schools and waka to follow it.</p> <p>b. The program sends representatives or delegates to the</p>	<p>The implementation of teacher competencies held has been very good in improving teacher professionalism and this is able to support every stage of development of students as well as improve educational services to a wide range of people.</p>

	career levels, the form of activities such as discussion forums, professional development, and workshops; 2) <i>Off the job training</i> related to the development of teacher competencies or teacher resources that encourage the achievement of school goals.	school's external training according to the invitation and the requested needs. c. The MGMP program is a mandatory training for teachers and similar activities such as seminars, lokarkaya, and symposiums as an additional form of knowledge insight, experience and work networking for teachers.	
School facilities and infrastructure in facilitating teacher development	School facilities and infrastructure are adequate and meet standards in supporting the educational process as well as the use of halls and laboratories equipped with LCD facilities, comfortable monitors to support teacher development activities.	The existing infrastructure in the school is very adequate and has decent functions such as up-to-date training rooms, laboratories, and information technology as well as access to resources to support in improving the overall quality of education.	Facilities and infrastructure are one of the crucial things to support and at the same time minimize the difficulties that may be faced by teachers in improving their abilities, so that this is able to support the achievement of more optimal educational goals in schools.

Basically, teacher competence is a complex and multidimensional thinking that includes knowledge, skills, and attitudes that are believed and needed in the teaching process in schools (Jayanti & Umar, 2024). Teachers who have good competence will be able to create a comfortable, calm, and challenging learning atmosphere while being able to support every stage of development in students (Sitompul, 2022). In addition, competent

teachers are able to have a positive influence on students' learning motivation, learning outcomes and achievement (Mukhtar & MD, 2020). As with the increasingly rapid demands of the times, encourage every teacher to be able to adapt and make changes according to existing needs, such as preparing students to master the skills needed in community life (Ramaliya, 2018). It is important for teachers to continue to strive for their competency development through active participation in various activities and development programs held.

The key to the success of teacher competency development in schools cannot be separated from the influence of the principal's role as a manager. As the findings on both research sites show the managerial role of school principals in determining teacher competency development policies in schools. The results of this finding are in line with the research of Firmadani (2022) who stated that school principals have an important role in making teachers professional by contributing optimally. According to Ilham (2021), the role carried out by school principals is a form of trust or authority towards the educational institution they lead and is fully responsible for the implementation of the educational process. This policy is also supported by a written document of the school in the form of a vision and mission as an illustration of the strong commitment of the principal in improving the quality of education, especially through improving teacher competence. According to Ilham (2021), the managerial ability of school principals in determining policies can affect the high level of quality of education in schools. This role requires school principals to carefully think about and formulate goals and action steps that need to be taken to achieve success in education, especially producing outputs in the form of competent and highly professional teachers (Jidan, 2022).

As the results of the findings on the two research sites that show that the planning of teacher competency development has set development goals as a reference or guideline to be more systematic and directed. The determination of teacher development goals is in line with the results of research by Martuningrum (2017), namely 1) overcoming differences in the performance of teachers and education personnel due to carrying out tasks that do not meet expectations; 2) improve the ability of teachers who are adaptive and ready to face current new technological developments; 3) Increase the commitment of teachers and education staff to the school. Meanwhile, according to Damanik et al., (2020) explained that the purpose of teacher competency development is to 1) improve competencies both conceptually and technically; 2) increased productivity and performance; 3) improving the quality of services to the community; 4) career development; 5) personal improvement of teachers both attitudes, morals and ethics. Regarding the stages of planning for teacher competency development at 2 research sites, it has been shown that there is an analytical and systematic development design in creating professional teachers. In the needs analysis process, it is necessary to determine the focal point of needs according to the potential possessed by teachers. This analysis can be carried out using self-assessment instruments that include the weaknesses and strengths of the teacher (Yuniarti, 2021). As stated by Siahaan et al., (2020) that schools,

especially school principals, must make observations about the condition and behavior of their human resources in the school environment. These observations aim to help overcome the various difficulties faced by teachers and staff, as well as to make improvements, either directly or indirectly, to the existing shortcomings. Other competency development needs analysis also refers to the need for teachers who are productive and able to adapt. As the results of previous research by Cahya et al., (2021) which stated that the process of analyzing the needs of human resources, program or training needs, and being able to determine a development need, is by evaluating the performance and tasks that have been carried out by previous teachers.

As Qamariyah & Nurhadi (2021) that the needs analysis is carried out as a form of consideration of the urgency and essentiality of teachers' knowledge and skills based on the characteristics and potential of the development training that will be held. Thus, it is hoped that the quality and productivity of teaching and learning activities carried out by school principals, teachers, and education staff can increase sustainably. In the next planning stage, it is to form 2 teams, each of which has its own duties and authorities in carrying out the development planning process in schools. The team formed is a management team consisting of school principals and representatives to formulate matters related to teachers, education staff and students. The two administrative teams consist of the head of administration and the deputy of quality assurance to formulate a matter related to the administration and quality of the school. As stated in previous research by Suhardi & Muslim (2018) that to facilitate effective and systematic quality improvement, schools can form an implementation team by involving school stakeholders and school councils.

Based on the findings at 2 research sites, it shows that the implementation of teacher competency development has been carried out systematically in accordance with the work procedures that have been prepared for efforts to improve teacher professionalism and the quality of education. As explained by Firmadani (2022), the development of competencies that focus on essential aspects has a significant influence on improving teachers' knowledge and skills as well as school quality. In addition, the implementation of development also provides the existence of teachers in schools so that they are able to carry out their duties and responsibilities more optimally. The school also has a development strategy that emphasizes long-term sustainability, one of which is forming and preparing teachers to meet the demands of the times. The findings of 2 research sites show that there is an emphasis on the use of technology and information in teacher competency development training in schools. The results of these findings are in line with research by Sibero et al., (2020) and Yusron et al., (2020) which explained that teacher development strategies are carried out by providing training on the creation or use of google forms and google classroom that are able to support the learning process and evaluation to be more optimal. The training of learning media based on information technology by Siswanti et al., (2024) and Syahroni et al., (2020) can also be an effective teacher competency development strategy in schools. As stated by Munianti (2022), in

order to prepare a superior and competent generation, a teacher not only has high professionalism but also understands the development of digital technology in the current era. The demands of this era have changed the learning process from a teacher center to a student center that actively explores, collaborates and is independent in learning. This is in line with the existing curriculum, namely the Merdeka curriculum which emphasizes students' freedom in determining their learning strategies in learning. This process also requires the use of information technology as a learning medium to be more enjoyable and minimize boredom while learning (Eliza et al., 2019). This use is certainly detrimental to teachers with the large number of trainings held through activities outside and inside the school. As in the findings of Ihsan et al., (2019) the use of technology in the form of the use of zoom meetings has been successfully utilized in teacher training at SMK Sorong Regency with the presentation of creative and innovative material that is easy for many people, especially by students.

According to Firmadani (2022), the implementation of technical development includes coaching, assignments, education or further study, career development, conferences, workshops, in-house training and seminars. This is in line with the findings of the two research sites regarding the form of teacher development activities that have been successfully developed and focused on on the job training and off the job training. As the results of research by Nurmaya et al., (2018) that on the job training is carried out by sending a delegation of teachers to participate in activities or training or discussion forums, providing development facilities independently, supporting to find and implement ideas or ideas to improve teacher or school performance, and giving rewards to teachers who produce proud achievements for themselves and the school. It is also in line with research by Ramaliya (2018) that efforts to make teachers who are competent and highly professional can be done by developing teachers through in the job training and in service training. In addition, the findings on 2 sites also show a strong commitment from the principal in providing ample opportunities for teachers to develop themselves both individually and in groups.

This is in line with Jidan (2022) that school principals fully support by providing opportunities for teachers who want to develop their competencies broadly both online and face-to-face. The usual and routine development is carried out by the two research sites through MGMP (Subject Teacher Deliberation) activities which are a forum for development for teachers who teach similar subjects. As found by Firmadani (2021), MGMP is considered the most effective activity to improve teachers' pedagogic knowledge such as the preparation of teaching tools and materials, assessment instruments, evaluations and other matters related to the learning process. Through MGMP optimization, teachers are able to add new insights and knowledges that make it easier to carry out their duties, such as the use of information technology-based teaching media (Firmadani, 2021). Thus, teachers will be able to follow and apply the use of technology in the learning process in the classroom.

School facilities and infrastructure play a crucial role in supporting the development of teacher competencies by providing a conducive environment and adequate facilities. As with the results of the discovery at site 2 that the infrastructure in the school is very adequate and has decent functions such as training rooms, laboratories, and information technology that are up-to-date and easy access to the resources owned. The results of this finding are in line with the results of research by Anwar et al., (2022) that the existence of school infrastructure has a positive influence on teacher competence and the quality of education. According to Munarsi et al., (2021), the more adequate the completeness of the existing infrastructure in schools, the more optimal it will be in supporting the performance and career development of teachers. This also involves the high commitment and loyalty of teachers so that they are able to provide enthusiasm and motivation in carrying out their duties.

According to Anwar et al., (2022) school facilities and infrastructure and teacher competence are two things that are intertwined with each other and cannot stand alone. Adequate facilities and infrastructure Without strong teacher competence, schools will have difficulty in improving quality education. This applies to the existence of strong teacher competence but not supported by adequate or less suitable infrastructure facilities and also makes it difficult for schools to develop students' potential in the teaching and learning process in the classroom. Thus, schools will experience a decline in quality due to their inability to carry out development and innovation and have an impact on suboptimal educational services. The completeness of facilities and infrastructure allows students to be more free to create and explore their potential, so that their understanding of the material becomes deeper (Anwar et al., 2022). This is also related to the possession of high teacher competence that is able to provide explanations of material that are easy to understand and have a good impact on achieving better learning achievement results. The wider the knowledge and competence possessed by a teacher, it will make it easier to improve the quality of school and education. Therefore, the completeness of school facilities and infrastructure in developing teachers becomes a unit that can have a good impact on the quality of education.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that 1) The readiness of teacher competency development at these two research sites shows the managerial role of school principals in determining teacher competency development policies in schools. Meanwhile, in the planning process for teacher competency development at both research sites, it has been designed analytically and systematically according to the personal needs of teachers and schools; 2) The implementation of teacher competency development at both research sites shows that there is an emphasis on the use of technology and information in teacher competency development training in schools. The technical development implementation activities include coaching, assignment, education or further study, career development, conferences, workshops, in-house training and seminars; 3) School facilities and infrastructure in facilitating the

development of teacher competencies at both sites show that the existing infrastructure in the school is very adequate and has proper functions such as up-to-date training rooms, laboratories, and information technology and easy access to the resources owned.

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