A model for improving the competence of education teachers through in-service training in Malang

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Abstract

This study was conducted with the objective of analyzing the development of teacher competency accomplished through various stages, namely, training needs analysis; training implementation; training outcomes material and evaluation; and the development of an appropriate model for improving teacher competence with in-service training. Qualitative research methods adopted include data collection techniques, namely, documentation and interviews. Documentation involved analyzing the model's role in improving the competence of education teachers and investigating the field's reality. The findings of this study demonstrated inadequate performance of teaching staff in the field of education. This incompetence is attributable to inadequate career development initiatives that are typically less supported by related elements such as evaluation, training, development, knowledge, reproductive skills, and leadership attitudes. The government must prioritize the improvement in teacher knowledge. Furthermore, teachers are personally responsible for their quality, and thus, it is critical for them to expand their knowledge and skills. The study findings are anticipated to be useful for helping educational institutions in developing teacher professionalism, as well as the concept of an appropriate training model for developing PGRI competencies.

Keywords: *Model development concept, in-service training, competence of education teachers.*

Introduction

The government regulations of the Republic of Indonesia take into consideration the professional development of teachers in the field of education. However, the duties and responsibilities of local governments as guarantors of quality, including the quality of education teachers, have not been fully realized (Dewi, 2021; Nuryana et al., 2020; Rahman, 2019). The control mechanism for the implementation of teacher education and training, as well as a systematic assessment system on a regular basis, can be used to determine in-service training effectiveness and impact during its development. One major issue encountered in Jawa Timur Province is the lack of equal opportunity for all religious education teachers to take part in training. Even the opportunity to

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attend training is very limited. This is indicated by the number of teachers who repeatedly participate in training, while there are still many other teachers who actually qualify for the training but are not given the opportunity, and thus, their performance is difficult to improve. Therefore, the revitalization of education and training, as well as teacher certification, must aim to improve the performance of professional teachers (de Carvalho-Filho et al., 2020; Kanu, 1996; Looney & Looney, 2011)

There is a pressing need for decentralization in the implementation of competence development initiatives for religious education teachers, including teacher training and career development programs. Currently, training sessions are conducted only at the City Education Office and the Ministry of Religion, which has resulted in regional responsibility of the district office and schools for increasing teacher professionalism, and thus, such initiatives cannot be implemented properly.

The advancement of teacher competence, particularly in regard to their teaching skills and student's learning outcomes, is determined by initiatives or input from principals and core teachers rather than an analysis of the requirements of the field. The professionalism of education teachers in Malang, Jawa Timur, has not witnessed any improvement over the years. The current training model has a number of shortcomings, such as the inaccurate targeting of training activities and the lack of suitable material delivered to the teachers in schools. It is, therefore, necessary to propose a training model that is more oriented toward the analysis of teacher needs and problems and integrates the elements involved in the overall training (Abakah et al., 2022; Czerniawski et al., 2017; Muguwe & Mushoriwa, 2016). The problem of developing the competency of religious education teachers needs to be resolved immediately through the development of an efficacious in-service training model (Balta et al., 2015).

Previous studies have found a positive impact of in-service training programs for teachers on the quality assessment and learning outcomes of children. The findings of Egert et al. (2018) show that improving the quality of teacher competence is a key mechanism for accelerating student's learning development in schools. Egert et al. (2020) explained that the implementation of the development of a high-quality in-service training model can increase teacher–student interaction because it supports expression of emotions and adequate classroom organization. Successful initiatives include workshops, teaching and learning, and student support programs. Thus, effective teacher–student interactions can be accomplished by improving the quality of education

and training that teachers receive during the training. In-service training programs play a vital role in enhancing the professional development of teachers. This program allows teachers to acquire knowledge and awareness of technology that can enhance the efficiency of the teaching and learning process. Therefore, the education and training program is part of the government's efforts to improve teacher skills to positively impact classroom practice. A study by Saleem et al. (2019) revealed that teachers experienced significant changes in competence after attending the training. Likewise, the latest literature affirms the importance of developing an in-service training model and efforts to improve teacher competence. For example developing an in-service training model, the effect of teacher education and training using on students' academic practice and sustainable development (Kraft et al., 2018; Elijah, 2022), development of teacher development based on teaching reforms to maximize learning opportunities in the classroom (Kuehnert et al., 2019), improving teacher competence through inclusive education and cross-cultural learning (Lee & Lee, 2020; Pilotti & Al Mubarak, 2021; Soltero Lopez & Lopez, 2020; Warman, 2021), teacher competency development through pedagogical technology (Baez Zarabanda, 2019; Chimbi & Jita, 2021; Kuanysheva et al., 2019).

According to the extant literature, several empirical studies have been conducted to investigate the perceptions of teachers who have participated in the in-service training program at the training center in East Java Province to build a qualified in-service training model. Previous studies have revealed how the effectiveness of in-service training for teachers in schools depends on the training that teachers receive (Ashrafuzzaman, 2018; Mugarura et al., 2022; Ozer, 2004; Saiti & Saitis, 2006; Stylianou & Zembylas, 2021; Vu et al., 2015). Thus, it is hoped that the experience of the education and training teachers can be used as an evaluation material for the government's education and training center so that the programs implemented in the future align with the national education goals.

Literature Review

Teacher Professionalism

The term "professionalism" is derived from the word "profession," which means a field of work that is based on certain expertise (vocational skills) and education (Morrell, 2019). Professional development for teachers is essential (Hursh, 2017). The demand for the presence of a

professional teacher never ceases, because, in the process of human civilization and humanity(Carey et al., 2005).

Professional teachers are masters of their respective fields; they use the appropriate teaching materials, master the right methods, are able to motivate students, and have high skills and broad insight into the world of education. They must have a deep understanding of human nature and society and be devoted to their profession (Dowden et al., 2013; Nyamai, 2021). Furthermore, to implement the teaching and learning process, teachers must be able to create a meaningful classroom corporate culture and a teaching workplace that is creative, dynamic, passionate, dialogical, and fun for students (Sturm & Quaynor, 2020; Winingsih et al., 2019). The teaching profession requires special skills (for example opening and closing lessons, class management skills, and skills to explain subject matter) and thus cannot be successfully practiced by anyone outside the field of education (Gendy et al., 2014). A professional teacher is expected to be knowledgeable about the subject matter and has a mature and wise personality (Opfer & Pedder, 2011). A professional teacher must also be committed, master the subject, be responsible, think systematically, and be a part of the learning process in their professional capacity (Curwin & Mendler, 1978).

The lack of public interest in opting for teaching jobs has contributed to teachers' low professionalism. Another factor contributing to inadequate professionalism is that most teachers have to work outside their working hours to meet their needs. In developing countries, there are no professional standards for teachers as there are in developed countries. Universities do not consider the output of professional teacher graduates, and there is a lack of motivation to improve self-quality (Suchyadi et al., 2020). The five most common factors that contribute to low teacher professionalism are enumerated as follows. First, there are teachers who do not fully commit to their profession. Second, teachers' lack adherence to the norms and ethics of the teaching profession. Third, teacher education and training have not received adequate recognition. Fourth, there is a lack of adequate teacher education institutions and professional education personnel. Fifth, there is no clear opinion regarding the proportion of teaching materials provided to prospective teachers. Because of such factors, the government is forced to seek alternatives to improve the level of professionalism among teachers (Harjanto et al., 2018).

Principles of Teacher Professional Development

Teachers, students, and the educational system are the three main components of education. These three components are interdependent and are accountable for achieving academic success (Epstein, 2018). The development of teacher professionalism is non-negotiable if the objective is to improve the quality of education. Four general aspects worth considering while developing model for improving teacher professionalism are enumerated as follows.

1. Increasing teacher professionalism is an effort to help those teachers who do not have professional qualifications. Government-initiated programs and activities can help enhance teachers' professional abilities.

2. Increasing teachers' professional capacity aims to foster aspects of personnel administration while also increasing professional abilities and commitments. According to Glickman, professional teachers have two characteristics, namely, a high level of teaching ability and high commitment (Glickman, 1981).

3. The deterioration in the status of the teaching profession is partly ascribable to the mindset of our own society, which on the one hand, elevates and on the other casts aside the teaching profession as a respectable profession in society. Community commitment and government commitment are not in line with community needs to build a high-quality Indonesian society.

4. The gap in the quality of graduates between the center and the regions and between cities and outside cities is still quite high. Therefore, the application of education delivery and competency standards both for teachers and national competency standards is essential (Dessler, 1976). The meaning of decentralization and regional autonomy that provides opportunities for empowerment of all regional potentials should be implemented in the process of democratization of education (Jalal & Supriadi, 2001). The concrete goals that should be achieved in decentralizing education include playing a proactive role in financing education and increasing the efficiency and effectiveness of education (Parker & Raihani, 2011).

The regional government has full authority in regulating and managing the education in their area, including the management of teachers (Suryadarma & Jones, 2013). Regional autonomy government can provide a conducive environment for developing an area with a more democratic

perspective in the field of education, which includes teacher management (Gamage & Sooksomchitra, 2006).

Model for Teacher Competency Development

The model essentially describes the relationships between variables that influence each other and shows a system or process, both as a whole and as part of the whole (Watad & Ospina, 1999). The model can be interpreted as a conceptual framework that is used to determine guidelines for performing an activity. Models are often equated with theories because a model is typically used to explain, predict, calculate, and measure something (Flippo, 1984). The difference between models and theories is that the information that can be given by a model comes from simplified assumptions. Models involve developing new theories, modifying existing theories, giving direction to existing theories, and providing examples of activities that can be replicated or followed. Five elements are commonly used to describe the teacher performance model, namely, syntax, social system, reaction principle, support system, and impact. The preparation of a model is carried out through eight steps, which are: 1) explaining the current phenomenon, 2) setting the objectives of the model, 3) describing aspects related to the problem that will be arranged as a model, 4) describing the current situation, 5) grouping data, 6) analyzing the relationship between aspects, circumstances, and phenomena based on the study of supporting theories, 7) preparing a draft model, 8) validating the draft model, and 8) producing a model (Glickman, 1981).

Development of Teacher Competencies Through In-service Training

Adequate training can help develop teacher competencies. Torrington and Huat defined training as a process of improving knowledge and expertise. This is related to a change in attitude so that the individuals being trained can efficiently perform the tasks assigned to them. Training can be implemented at all levels of the organization (Torrington & Huat, 1994). It is important to conduct training related to activities to increase knowledge, understanding, and skills in certain fields and aspects. Wood (1999), asserted that training can help increase knowledge and understanding of the environment as a whole. Generally, the purpose of training is to build certain competencies (Tennant et al., 2002). However, the objectives to be achieved with in-service training must be stated clearly, in the sense of whether the ultimate goal is to achieve a change in behavior or a

change in knowledge (Nura, 2014). The implementation of the training must go through certain steps or procedures. Wankel and Stoner (2009) suggested four procedures underlying the need for training programs: 1) performance appraisal, meaning that employee performance is measured in accordance with work standards or work objectives, 2) analyzing work requirements, meaning that expertise and knowledge are adjusted according to the needs of the job description, 3) organizational analysis, which is the effectiveness of the organization in achieving organizational goals, 4) a survey of human resources related to problems experienced by employees at work and the actions necessary to overcome these problems. While implementing training sessions, several factors come into play, namely, instructors, participants, materials, methods, objective training, and supporting environment (Amirova et al., 2020; Sakkoulis et al., 2018).

Method

Design

A qualitative research design using a phenomenological approach was used to investigate and study the model concerning the development of competencies of education teachers through in-service training. This study was conducted in schools under the Ministry of Religion, Malang, East Java Province. The location of the school was chosen purposively and took into account the aspect of representation in terms of the type and level of the school. Donalek (2004) remarked that a qualitative research design using a phenomenological approach makes an actual lived experience as the basic data of reality. Thus, the phenomenological approach was considered suitable as it can explore participants' experiences in reality and give meaning to a phenomenon. This study focused on studying through participants' self-reflection in educational activities, namely, the experience of teachers in social situations to improve the rationality and truth, and validity of the practice of their educational activities after receiving in-service training.

Participants

Participants in this study were teachers from *Madrasah Aliyah*/Malang High School in the Ministry of Religion, East Java Province. The selection of participants was made using a purposive technique, where participants were selected according to the main characteristics, namely, education teachers who had received in-service training (in office) or training during

their service from a training institute of the Indonesian government. Researchers conducted the process of recruiting participants assisted by cadres to visit the addresses of potential participants. The participants were 26 education teachers (16 female and 10 male) with an age range of 30–50 years.

Data Collection Technique

In this study, observation and structured interviews were used for data collection. The interviews were conducted at the education and training center of the Ministry of Religion, Malang City. They were conducted between researchers and participants to obtain direct information about the experiences of participants participating in the in-service training program at the training center. The researcher made a time contract and determined the place of the interview with the participants. The duration of the interview was 30–45 minutes for each participant. Researchers used the help of recording devices and notebooks to collect interview data. The instruments and subcomponents of data collection consist of four indicators, namely: 1) context (relevance of program content to the needs of participants); 2) input (in-service training program materials, facilities, and infrastructure): 3) process (schedule, participant participation, media, methods, and evaluation of in-service training); 4) and products (benefits of in-service training programs). See Table 1.

Table 1

Interview Instrument

Component	Subcomponent	Question	Item
Context	Relevance of program content	What is the relevance of the content of the in-service training program to your competence as a teacher?	1
Input	1. Material 2. Instructor 3. Facilities and infrastructure	1. What are the in-service training materials provided by the authorized training institution? 2. Are the instructors able to support the success of the in-service training program? 3. What are the facilities and infrastructure provided by the authorized training institution?	2
Process	1. Schedule 2. Media 3. Method 4. Evaluation	1. Is the in-service training schedule provided by the authorized training institution in accordance with the needs of the school? 2. How is the in-service training media provided by the authorized training institution? 3. What is the method of in-service training provided by the authorized training institution? 4. How is the evaluation of in-service training provided by the authorized training institution?	3
Product	Program benefits	What are the benefits of in-service training programs provided by authorized training institution?	4

Data Analysis

Data analysis in qualitative research refers to the process of systematically tracking and arranging field notes that have been obtained from data collection(Miles et al., 1994). In this study, data were analyzed in four stages described as follows:

(1) Data collection: In this stage, the researcher collected data according to the questions that concerned the research theme regarding the development of an in-service training model for enhancing teacher competence.

(2) Data reduction and categorization: Data collection was followed by data selection, which focused on simplifying, abstracting, and transforming the raw data that emerged from the field data. After reduction, the researchers categorized the data according to their needs. The data were grouped according to participant characteristics, gender, and participant responses to the in-service training program. During this stage, a good interpretation of the data was required so that the data did not fall into the wrong category. The study data consisted of four components including context, input, process, and product. Each subcomponent consisted of one question, and thus, the total is nine question items. Each item of the same question will be asked to participants and recorded using a notebook for each answer they give.

(3) Data display: In accordance with the study design, researchers determined the type and form of data entered into the metric boxes. The data were displayed in the form of a narrative grouped into four items.

(4) Conclusion-drawing stage: In the last step, simple and meaningful conclusions were drawn by the researchers from the obtained results.

Result and Discussion

This section presents the findings of this study based on data collected from in-service programs for enhancing teacher competence. The findings reveal that training needs, implementation of training and evaluation, as well as materials in in-service training can be used in teacher competency development. One would, however, need to improve the skills of the instructor, pay attention to the material aspects needed by the participants, and require a well-coordinated schedule of activities between the training center and the school. Basically, in-service training activities form the basis of a teacher education training curriculum that is intended to provide teachers with the content knowledge, pedagogical skills, and attitudes needed to effectively teach

students in schools. This activity is an experience where teachers change the way they teach into a professional classroom practice. This gives students the opportunity to explore, experiment, and reflect on the moral and technical dimensions of teaching. The findings cover three aspects of the in-service training program that were observed and derived from the participants' experiences, namely, training needs analysis, training implementation, and training concept development.

Analysis of Training Needs

The study findings regarding the analysis of training needs for the development of education teacher competencies indicate that the needs analysis of activities for this training have not been conducted properly. Several respondents stated that training implementation was not always based on an analysis of the existing problems in teacher performance. One of the participants said:

(1) "The relevance of the program content is not always based on problems in teacher performance. This is because the ability of each teacher to absorb knowledge varies. In-service training programs should be implemented continuously and must be in accordance with the subjects taught by teachers in schools. Education and training always follow the development of science and technology, but such programs also need to pay attention to the abilities of teachers in various fields. This way, it will have a real impact on increasing teacher competence in terms of knowledge and practice, as well as teacher professionalism."

This statement shows that the trainings in question have not been fully based on an analysis of training needs, namely, the need to overcome teacher competency problems such as creative teaching, skills in using information and communication technology, attitude control, and skills to understand teaching materials or learning materials. This study proves that participants in the in-service training program for *Madrasah Aliyah* teachers at the education and training center understand the shortcomings of the relevance of program content and the weaknesses of their fellow participants. In addition, according to the participants, the instructors who provided training materials were inadequate or did not meet the requirements to become trainers. Some of the participants did not clearly understand the material presented by the instructor and preferred to learn the material by discussing it with their group. The opinions of the respondents regarding the criteria for trainers who still do not meet these requirements were then confirmed from related parties that indeed tried to select academically adequate trainers or resource persons. However, doubtlessly, there are tutors or trainers who do not master the material presented. Tennant et al.

(2002) stated that the factor causing the success of the training program in achieving its goals is the availability of good instructors, that is, professional instructors who have adequate competencies according to the program being held. Certified professional instructors provide participants with opportunities to broaden personal teaching styles, develop diverse curricula, build their confidence, and gain all that benefits teachers (Ahmed & Sayed, 2021; Langdon & Wittenberg, 2019; Burns & Mintzberg, 2019). Thus, the instructor's support for the success of the in-service training program should include the instructor's academic qualifications, teacher competence, and mastery of the material.

The teacher's opinion on the analysis of training needs based on the development of work implementation techniques and the main tasks of the teacher mentioned above were then confirmed with field data acquired through interviews. According to the respondents, the training was based on an analysis of the need for technical development implementation of work and basic tasks.

Next, it was confirmed by the information acquired through the interviews that the implementation of training, in particular, had not yet fully led to the fulfillment of the requirements for teacher standardization. However, in general, the implementation of education and training must include the requirements for meeting teacher standardization. One of the participants remarked:

> (2) "The material provided by the instructor consists of nine main points, namely, appreciation of the soul, work productivity, quality of work, determination of human resource planning, moral attitudes, teacher performance, occupational health and safety, improving job satisfaction, and skills. The facilities and infrastructure provided by the education and training center are quite good. The teachers are very helpful with the support of facilities and infrastructure that are quite good. The facilities and infrastructure provided include theory room, practice room/place, practical equipment, learning resources, and other facilities such as consumption, first-aid kit, a high enough support place to achieve the objectives of the in-service teacher training program."

The above statement proves that the material used in the in-service teacher training program was relevant to the training program, easy to understand, and capable of increasing the knowledge and skills of program participants. The facilities and infrastructure were also adequate. Thus, it can be interpreted that the materials and training facilities used provide high enough support for the successful achievement of the in-service training program at the training center.

Training Implementation

The method used in teacher training is highly influential on the mastery of teachers and training participants on the material presented. The method used is the 5 in (training), 3 on (application) method, and involves the teacher community in each zone. This method is a training model for teachers recommended by the Ministry of Education and Culture (Kemendibud). One participant said the following:

> (3) "The core teacher training process is carried out using the '5 in 3 on' method, which was implemented in 2020. This method is designed to respond to the results of the National exam (UN) given to the level of item achievement analysis. This method is useful for diagnosing learning weaknesses in a zone. The in–on scheme training starts from the stage of the teacher exchanging ideas to evaluating class changes. In the past, teachers who participated in the training at the center immediately returned to their respective homes. In the process of training in on, first, national instructors trained core teachers of each subject in all zones. The core teachers are responsible for the implementation of the training. Second, the training began by involving the teacher community in each zone, namely, the teacher working group (KKG) for elementary schools and subject teachers' meetings (MGMP) for secondary schools. Thus the training continued until the evaluation stage, which did not exist before. The method used in the training is not appropriate. Participants stated that the method used in the training was not appropriate. Determination of training participants is not appropriate or does not meet proper procedures. Determination of participants who take part in training in developing teacher competencies is still not appropriate/does not meet the proper procedures."

From the above response given by a participant, it can be understood that the lesson plan (RPP) focused on 70% of pedagogic abilities and 30% of content. The reason is, "in and on" only focuses on the learning process and not the material because there are teachers who have very good abilities but cannot teach students well. This evaluation stage is very important because this will provide the government with a picture of the readiness of teachers in educating students. At the end of the participant's statement regarding the criteria for students, it turns out that they still do not meet the requirements. Then it was confirmed through interviews that the relevant parties had actually tried to provide criteria for teachers who could be sent for training. However, these requirements are not absolute, and the final decision is left to each school according to the existing conditions.

Development of Training Model

The results concerning the dimensions of in-service training model reveal that both the process and content of training in improving teacher competence require a training model that can really be useful. One participant claimed:

> (4) "Basically, the in-service training program is able to improve the knowledge and skills of teachers and improve the life skills of students. The programs carried out have added and enhanced the quality of knowledge, increased skills and educational experience as capital in carrying out the teaching and learning process. Therefore, the teachers provide high enough support for the successful achievement of program objectives. Some participants were unable to actively participate in activities owing to official reasons. This happened because of the delay by the education and training center in delivering the notification to the school. The organizers must try to make a schedule that suits the needs of teachers so that program participants can participate actively and take part in activities according to the time allocated."

The above remark shows that the results of the in-service training program depend on the context, inputs, and processes that take place during education and training. By paying attention to all the facts and phenomena that develop in the field related to the less than optimal implementation of education and training as a vehicle for teacher competency development, the researchers developed a training model that can be used for in-service training programs as follows:

Figure 1
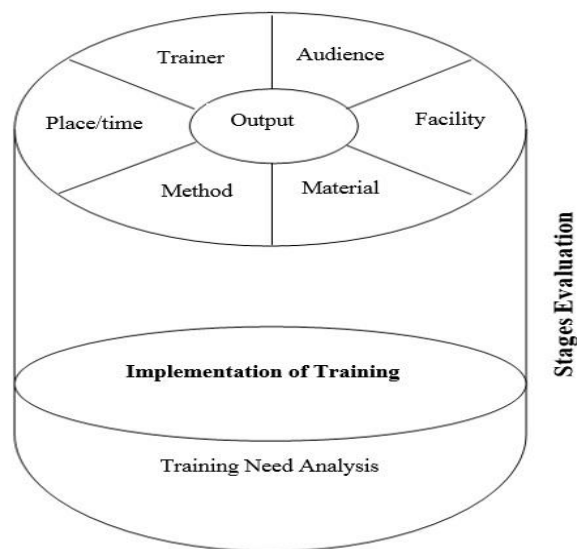*Concept of Model Power Training in Improving Teacher Competency*

Figure 1 shows the training model for competency development proposed by the authors, who have named the same as "power training" model. On the basis of the drawing of the training model there is a "training needs analysis," which means that every training must be based on an analysis of its needs. Furthermore, "the implementation of the research" involves series of elements in the training, namely: trainers, participants, facilities and infrastructure, methods, materials, as well as the time and place of the training. The evaluation must be carried out at each stage and line as well as elements in developing teacher competencies through training.

In the concept drawing of the model, in general, there are several training components, which can be explained as follows:

1. Training participants:

    The determination of training participants must be accompanied by a variety of mature considerations, which include the principle of equality for all teachers and all schools. In addition, the determination of participants does not have to be complicated as then it will act as an obstacle for teachers to attend training.

2. Facilities:

    Training facilities and infrastructure have a major role in the success of the training. In this model, infrastructure refers to and is guided by technological progress while still considering the condition of infrastructure in schools in general. This is intended so that the knowledge acquired by a teacher can be applied at the school in accordance with the existing facilities at each teacher's school.

3. Material:

    Training materials must be provided to teachers in training designed with materials that are able to develop teacher competencies, especially in implementing the learning process. Important material that must be presented in training with this model includes material on high touch and high tech. In addition, the material presented must also consider the actual conditions in schools. Thus, the material provided must add insight, knowledge, values, and positive attitudes in teachers while implementing the learning process.

4. Method:

    The training methods in this model were designed in accordance with gerontology learning. This is based on the consideration that seminar participants, in general, are adults. The

design of the training method must emphasize cooperative learning and other practical methods.

5. Place and time:

   The place and time of the training affect the training results. In this model, the time and place of training were designed taking into account the free time of the teacher so that they do not leave the main task of implementing the learning process. Likewise, the determination of the location of the training activities is crucial. In this training model, training is mostly done at the school level so that it reaches out to teachers at the school, and training is not constrained by distance and time.

6. Trainer:

   Training instructors play a vital role in the success of a training program. Therefore, it is recommended to select trainer from the pool of senior and experienced teachers who already have more insight and also bring in expert experts in accordance with the field being trained. In addition, in this model, training is emphasized on peer tutors. This is intended to reduce various access to training that participants who take part in the program do not understand.

The findings of this study show that a trainer or an instructor must be determined by taking into consideration several factors. For example, instructors must have the ability to relate to others, because as an instructor must be expressive and communicative, intelligent, adaptable to changes, friendly, and have sharpness of observation because instructors who lack hospitality and the ability to play a role inteaching will have difficulty conveying material in class. In addition, in this training program model, assessment was carried out continuously from various aspects, such as: relevance to the needs of the field, effectiveness, usefulness, benefits, obstacles, benefits, administration, and so on, so that it can be seen whether the program was successful, or needs to be improved, or still be maintained.

The developed model was effective, efficient and attractive according to the experience of participants.

1. Effective: If the developed model can achieve its objectives, it means that after the teachers use the training method, there will be an increase in the professionalism of the education teacher.

2. Efficient: The developed model can help save time, financial resources, and human resources in the learning process because of the increased competence of education teachers.

3. The developed concept model will make it easier for education teachers in applying: (a) macro-organizing strategies (regulating the overall order of the contents of the field of study) and micro-organizing strategies (setting the order of presentation, concept, principle or procedure); (b) Delivery strategies, helping teachers choose learning media, learning interactions and forms of learning; and (c) learning management strategies.

The findings of this study have answered the research objectives, namely: (1) describing the school's need for an adequate training model in the development of teacher competence, (2) developing an appropriate training model for enhancing teacher competence.

The delivery of the "power training" model is based on the experience of participants who took part in the training program. It is anticipated that the training will succeed effectively and efficiently if all strengths or strengths in each element and stage can really be optimized in achieving the training objectives, that is, the output of the training is really willing and able to apply the results of the training both at the level of theory and practice in performing different tasks, especially in the learning process. So it is hoped that the learning process in the classroom and the implementation of the tasks that are the responsibility of the teacher will be better. The proposed training model is also based on facts and the reality so far in developing teacher competence through training and is not based on a specific training model. Training is conducted more incidentally and even planned. The training model is based on the assessment of various training problems that occur in the field or school that have hindered the success of the training program. The novelty of the research can be found in the study findings, which reveal that the experience of the participants is highly important to provide an overview of their readiness in educating students. Without understanding how teachers feel while participating in the in-service training program, future training programs will not be effective in improving teacher competence. Empirically, this study supports previous studies that show that the effectiveness of in-service training for teachers is dependent on the training received by the teacher (Ashrafuzzaman, 2018; Mugarura et al., 2022; Ozer, 2004; Saiti & Saitis, 2006; Stylianou & Zembylas, 2021; Vu et al., 2015). Likewise, the study conducted by Saleem et al. (2019) revealed that teachers experienced a considerable change in competence after attending the training. Changes for the better will occur if the four components, namely, context, input, process, and products are well implemented.

This study re-emphasizes the development of an appropriate in-service training model by taking into account the experience of participants for an effective training program in the future with the support of the government.

Conclusion

Conclusions derived from the findings of this study are discussed as follows. The analysis of training needs revealed the existence of problems in teacher performance, the requirements for meeting standards, the gaps in performance, the need for career development is still not good or has not been implemented properly. However, the analysis of training needs and the development of work implementation techniques is good enough. The training in developing teacher competencies, in general, is not supported by interrelated elements in the implementation of training, which include, inter alia, trainers, the determination of training participants, infrastructure and media in training, materials, methods, and place/time of training are not adequate. The evaluation of the implementation of training in developing teacher competencies includes aspects of knowledge, aspects of reproductive skills, and aspects of leadership attitudes that are still not good. The "high-tech" material, especially the material concerned with lesson planning, implementation of the learning process, the execution of the learning evaluation, and implementation of enhancement, is still not provided during training in the development of teacher competence. The "high-touch" material, which includes recognition, affection and tenderness, reinforcement, direction, educative assertiveness and role models, is still lacking in training for teacher competency development. The novelty of this study is found in the findings of a qualified in-service training model to improve teacher competence based on the experience of teachers who have participated in in-service training programs at the training center in East Java Province. The limitation of this study is the scope of the research area, namely *Madrasah Aliyah*/Malang High School in East Java Province. Future studies can expand research areas throughout Indonesia to ascertain the development of an appropriate in-service training model based on regional categorization and supporting factors. The research method adopted in this study is also very simple. Therefore, a future study with the same theme can identify this phenomenon based on a more comprehensive research method.

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