

## Implementation of Post-Certification Professional Teacher Training of MTsN 1 Model Padangsidempuan

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### ABSTRACT

This research aims to describe the implementation of post-certification professional teacher training at MTsN 1 Model Padangsidempuan. This type of research uses a qualitative approach with descriptive analytical study methods. Data collection used observation, interview and documentation study methods. Next, the data was analyzed using data reduction techniques, data presentation, and drawing conclusions. To test the validity of the data, data triangulation techniques were used. The results of this research concluded that there were 61 certified teachers at MTsN 1 Model Padangsidempuan, consisting of 60 Civil Servants (PNS) and 1 Non-Civil Servant (honorary). Certified teachers at MTsN 1 Model Padangsidempuan undergo training after they are certified to support professionalism in the implementation of education. The training includes laboratory training, Class Action Research (CAR), Subject Teacher Conference (MGMP), increasing the competence of subject teachers, implementation of the 2013 curriculum, pre-service, integrated information technology, personnel administration, and personality training.

**Keywords:** Professional Teachers, Training, Certification

### ABSTRAK

*Penelitian ini bertujuan untuk mendeskripsikan pelaksanaan pelatihan guru profesional pasca sertifikasi di MTsN 1 Model Padangsidempuan. Adapun jenis penelitian ini menggunakan pendekatan kualitatif dengan metode studi deskriptif analitis. Pengumpulan data menggunakan metode observasi, wawancara, dan studi dokumentasi. Selanjutnya data dianalisis menggunakan teknik reduksi data, penyajian data, dan penarikan kesimpulan. Untuk menguji keabsahan data, maka digunakan teknik triangulasi data. Hasil penelitian ini menyimpulkan bahwa guru tersertifikasi di MTsN 1 Model Padangsidempuan berjumlah 61 orang yang terdiri dari 60 Pegawai Negeri Sipil (PNS) dan 1 Non Pegawai Negeri Sipil (honor). Guru-guru tersertifikasi di MTsN 1 Model Padangsidempuan mengikuti pelatihan setelah mereka tersertifikasi guna menunjang profesionalisme dalam pelaksanaan pendidikan. Pelatihan tersebut seperti pelatihan laboratorium, Penelitian Tindakan Kelas (PTK), Musyawarah Guru Mata Pelajaran (MGMP), Peningkatan kompetensi guru bidang studi, implementasi kurikulum 2013, prajabatan, teknologi informasi terpadu, administrasi kepegawaian, dan pelatihan kepribadian.*

**Kata Kunci:** Guru Profesional, Pelatihan, Sertifikasi.

## A. INTRODUCTION

Training activities for an integral part of management in the field of personnel in schools and efforts to develop teachers' knowledge and skills so that in turn they are expected to gain a competitive advantage and be able to provide the best possible service (Mulyani, *et.al.*, 2022; Majid, 2012). In other words, they can work productively and are able to improve the quality of their performance. Cowling & James (1996) provide a formulation of training as the systematic development of attitudes/knowledge/skills in behavioral patterns required by an employee (read: teacher) to carry out tasks or work adequately.

Organizing training programs can be beneficial for both schools and teachers. According to Siagian (2003), there are at least seven benefits that can be gained from school education and training, namely: (1) increasing the work productivity of the school as a whole; (2) the realization of a harmonious relationship between superiors and subordinates; (3) a faster and more precise decision making process; (4) increasing the work morale of all workers in the organization with higher organizational commitment; (5) encouraging an open attitude in management through the application of a participative managerial style; (6) facilitate effective communication; and (7) functional conflict resolution.

Thus, an organization or school that is willing to learn can be said to be an organization that makes it easy for its members to carry out the learning process and continuously change themselves. One manifestation of a school as a learning organization is the willingness to learn from teachers to continually improve their abilities, and one of these is through training activities. Thus, learning efforts do not only occur among students alone.

## **B. METHOD**

This research focuses on the implementation of post-certification professional teacher training at MTsN 1 Model Padangsidempuan. The type of research is qualitative field research with a descriptive model. The source of research data is the Head of the Madrasah and certified teachers at MTsN 1 Model Padangsidempuan. Data collection was carried out by interviews, observation and document study. Data processing is carried out using data reduction techniques, data presentation and drawing conclusions. Meanwhile, the validity of the data is carried out by diligent observation techniques and data triangulation (Assingkily, 2021).

## **C. RESULTS AND DISCUSSION**

### ***Certified Teacher Training at MTsN 1 Model Padangsidempuan***

To maximize the training of certified teachers at the Padangsidempuan Model State Tsanawiyah Madrasah, at least three stages are carried out, namely:

#### **1. Training Planning**

Planning for certified teacher training is carried out with recommendations from the madrasa head (Sanjaya, 2008; Fitria, *et.al.*, 2019). As the head of the madrasah, Mr. Burhanuddin Hasibuan recommends that teachers and employees in the Padangsidempuan Model State Tsanawiyah Madrasah always take part in training, whether organized by the state, institutions or individuals, in order to increase professionalism in carrying out educational tasks. He says:

*“...As a leader at this madrasah, of course I want the human resources that I lead to improve better, one of which is by participating in training organized by the government, our madrasah, or individually. I always recommend that all teachers and employees at this madrasa take part in various training to support professional performance, as well as to continue their education to a higher level, apart from affecting their personality it will also affect the institution both for accreditation and its influence in teaching”.*

Training is one of Mr. Burhanuddin Hasibuan's directions for teachers in general and certified teachers in particular to take part in training that can increase their work professionalism as education personnel, such as training carried out by the government, madrasahs and private initiatives.

As a leader, Mr. Burhanuddin Hasibuan set an example by attending training to improve his professionalism, as he said:

*“...I myself as the head of a madrasah must be an example by participating in training to improve better performance. Like taking leadership training for madrasa heads, this is an obligation and one of the qualification standards for madrasa heads, if the head, in addition to being certified, also has a madrasa head certificate. Training, managerial, job training”.*

The head of the Padangsidempuan Model State Tsanawiyah Madrasah took part in leadership training for madrasah heads in order to meet the ideal qualification standards for madrasah heads, namely that they must be certified (madrasah head certificate). Apart from that, he also took part in managerial and job training to support his position as madrasa head.

Mrs. Rosmiah Nasution, as a certified teacher, took laboratory training, because she is a science laboratory teacher. He said:

*“...I took laboratory training, it was in accordance with the duties assigned to me as a science laboratory teacher. Very useful for supporting my performance, sir”.*

In a separate location, researchers interviewed Mrs. Netty Herawati. He said:

*“...I often participate in educational and training programs or training, sir, both before certification, such as pre-service training, that's for sure, after certification I have also attended training several times such as Classroom Action Research (CAR), Subject Teacher Conference (MGMP), increasing the competency of teachers in the field of study”.*

Mr Bonatua Pasaribu said:

*“...The post-certification training that I took part in was Subject Teacher Deliberation training, Classroom Action Research, 2013 curriculum training and personality training”.*

Mrs. Siti Mahmuda Nasution said:

*“...I have participated in education and training or post-certification training, such as pre-service, integrated information technology, personnel administration, subject teachers, 2013 curriculum implementation training”.*

Based on the interview excerpt above, it is understood that training planning is an initial concept that is well designed by the madrasah. Because, regularity and benchmarks for success indicators start with designing a good planning concept.

## **2. Implementation of Training Programs**

Training held by madrasahs in the internal environment of the Padangsidempuan Model State Tsanawiyah Madrasah is also carried out to improve educational performance. This was stated by the head of the madrasah, Mr. Zamil Hasibuan:

*“...internally we also carry out training for educational staff as a whole, such as madrasa organizational training, so that there is no overlapping of tasks, for teachers we provide pedagogical training, the use of technology such as computers, infocus and the creation of computer-based learning materials”.*

The results of the interview show that the implementation of training at the Padangsidempuan Model State Tsanawiyah Madrasah is intended for educational staff as well as for certified teachers. Training is intended to improve professional performance in education internally. This training includes internal madrasa organizational training, pedagogical training, training in the use of computer-based learning tools (Mulyasa, 2015; Aqib & Rohmanto, 2008).

Confirming this, the researcher conducted interviews with certified teachers, including Mrs. Nurgaria, she said:

*“...internally, we always carry out training, because every year our organization can change and responsibilities can also be moved. So we hold deliberations and training to maintain our solidarity internally”.*

Mrs Sri Watisah also said:

*“...we do computer training, sir, because nowadays everything is about computers, so to present the material to students we use slides, especially since the material requires practice from videos as examples. So we hold training by inviting speakers from outside and internally”.*

In a separate location, researchers conducted an interview with Mr. Taufik Rasyid Hasibuan. he says:

*“...yes, we internally carry out training to support the performance of teachers, both those who are certified and those who are not yet certified, but the majority here are already certified, sir. The training includes teaching training so that it is interesting, students don't get bored and can enjoy learning, including training on using computers, making teaching materials by presenting them using laptops and infocus”.*

Researchers conducted a document study of training activities carried out internally at the Padangsidempuan Model State Tsanawiyah Madrasah. There is a funding budget as well as an implementing committee for pedagogical training and the use of electronic media in presenting learning materials which will be held in August.

Individual training is also carried out by certified teachers in the Padangsidempuan Model State Tsanawiyah Madrasah, this was stated by Mr. Zamil Hasibuan as follows:

*“...we also recommend individual training for our teachers, such as continuing education to master's level for teachers who are still undergraduates. And Alhamdulillah, some of our teachers have completed their education and some are still in the educational stage”.*

Madrasah heads also recommend that certified teachers take individual training, such as taking higher education (master's programs). Currently, certified teachers have completed master's education and some are still in the completion process.

To accurate the data, researchers conducted interviews with several teachers who have and are currently pursuing master's education, including Mr. Arsyad. he says:

*“...The principal is very enthusiastic about encouraging teachers to continue their education to a higher level, I am one of those people who is motivated to take a master's degree, currently I am studying in Medan majoring in Mathematics because in Sidempuan my major does not exist”.*

Mr Arsyad is one of the teachers who took part in formal education training to improve his profession as a mathematics teacher in Medan. He took up education based on the advice and motivation of the head of the madrasah. Apart from that, the researcher conducted an interview with Mr. Mulia Nasution, he said:

*“...yes, I have completed my master's education last year at IAIN Padangsidempuan. This was motivated by the head of the madrasa to be more professional in carrying out my duties as an educator”.*

From the results of the interview, a conclusion can be drawn that certified teachers at the Padangsidempuan Model State Tsanawiyah Madrasah take individual training in the form of formal education, namely continuing their education to a higher level (master's program) in order to increase professionalism in teaching.

### **3. Training Program Evaluation**

Evaluation of the implementation of the certified teacher training program is carried out before and after the training. This was conveyed by the head of the madrasah as follows:

*“...to evaluate teacher training programs, we carry out two stages, first we look at the abilities of our teachers before carrying out the training, so that we know first how much benefit the training will bring after carrying out the training”.*

From this statement it can be understood that the evaluation of the certified teacher training program at the Padangsidempuan Model State Tsanawiyah Madrasah was carried out in two stages, namely before the training was carried out and after the training was carried out.

To confirm this, researchers conducted interviews with several certified teachers, including Mrs. Sri Watisah:

*“...the implementation of training for certified teachers is carried out before the training is carried out. The tutor first asks about difficult things in making lesson plans, using IT, after that they explain it in its entirety, then we do practice to see the effectiveness of the training”.*

Mr Mulia Nasution said:

*“...every training is generally evaluated, before it is carried out we usually discuss together what is difficult, and what our respective abilities are regarding the training material, such as IT training, preparing lesson plans and so on. After the training, we carry out a direct evaluation so we can see what impact the training had”.*

Based on the description above, it further emphasizes the function of program evaluation, that assessment and measurement are important as basic materials for further improvements. This of course requires continuity and sustainable efforts so that teacher professionalism increases.

### ***Post-Certification Professional Teacher Training at MTsN 1 Model Padangsidimpuan***

Planning for certified teacher training is carried out with recommendations from the madrasa head. Certified teachers at the Padangsidimpuan Model State Tsanawiyah Madrasah undergo training after they are certified to support professionalism in the implementation of education. The training includes laboratory training, Classroom Action Research (CAR), Subject Teacher Conference (MGMP), increasing the competency of subject teachers, implementation of the 2013 curriculum, pre-service, integrated information technology, personnel administration, and personality training.

Internal training at the MTsN 1 Model Padangsidimpuan is carried out every year with various activities such as organizational training, pedagogical training and the use of audio-visual media in presenting educational material to students. Apart from that, certified teachers at the Padangsidimpuan Model State Tsanawiyah Madrasah take individual training in the form of formal education, namely continuing their education to a higher level (master's program) in order to increase professionalism in teaching (Trianto & Titik, 2006).

Training for internally certified teachers at the MTsN 1 Model Padangsidimpuan is carried out every year with various activities such as organizational, pedagogical training and the use of audio-visual media in presenting educational material to students. Training is one of the processes of education itself, because training consists of the process of providing knowledge and skills to work and develop human resources in the expected direction (Danim, 2002; Arifin & Barnawi, 2014). Professionalism can be interpreted as the commitment of members of a profession to improve their professional abilities and continuously develop the strategies they use in carrying out work in accordance with their profession (Usman, 2001; Istarani & Pulungan, 2015).

A professional job requires several fields of knowledge that must be deliberately studied and then applied for the public interest (Mulyasa, 2008). Based on this understanding, it turns out that professional work is different from other jobs because a profession requires special abilities and skills in carrying out the profession.



#### **D. CONCLUSION**

Based on the description above, it is concluded that there are 61 certified teachers at MTsN 1 Model Padangsidempuan, consisting of 60 Civil Servants (PNS) and 1 Non-Civil Servant (honorary). Certified teachers at MTsN 1 Model Padangsidempuan undergo training after they are certified to support professionalism in the implementation of education. The training includes laboratory training, Class Action Research (CAR), Subject Teacher Conference (MGMP), increasing the competence of subject teachers, implementation of the 2013 curriculum, pre-service, integrated information technology, personnel administration, and personality training.

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