TRAINING MANAGEMENT IN IMPROVING TEACHER PERFORMANCE
(Case Study on MAN 2 HSU and MAN 3 HSU Hulu Sungai Utara Regency South Kalimantan Province)

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Abstract
The title of this thesis is "Management Education And Training To Improve Teacher Professionalism" (Descriptive Analysis Study in MAN 2 HSU, MAN 3 HSU in Kabupaten Hulu Sungai Utara). Problems that occur in education and training include education and training have not been done in a sustainable manner, the implementation of education and training has not been well scheduled, the implementation of education and training is very short, the implementation of education and training are partial and the development of overlapping material spends much time so inefficient, the competence of speakers is still lacking in education and training, and the time of education and training disrupt the process of teaching and learning activities take place. The purpose of this research is to know the planning, organizing, implementation, supervision, and effort to overcome inhibiting factor of education and training at MAN 2 HSU, MAN 3 HSU. This research is a qualitative research with descriptive method, because this study aims to get a deep picture. Data collection techniques used are observation, interview, and documentation. The main instruments are observation guides, interview guides, and documentation. Data were analyzed using data reduction, data presentation, and conclusions. Technique of examination of data validity by triangulation of source and technique. The results of this study indicate that the planning of education and training begins with the determination of needs as a first step in making the planning, organizing in the provision of education and training has been done based on the stages of implementation both theoretical, technical, and resources, evaluation of education and training conducted with 3 (three) stages of activities consisting of pre-training stage, stage during training and post-training stage, and efforts to overcome inhibiting factors of education and training not only from the implementers but from all elements in the provision of education and training including education and training participants . So based on the results of research that 2 schools have not reached the level of professionalism of teachers.

Keywords: Management, Training, Professionalism, teaching, education.

A. INTRODUCTION

Education is an effort to develop self-potential through learning activities in order to gain knowledge. All human beings need education, because every human being must have hidden potential in each of them and that potential can emerge because it is sharpened through the existence of an education, especially formal education, namely school. Through education, humans also get attitudinal values, religious norms and develop skills that are in themselves. Herein lies the importance of education as an effort to create quality human resources.

Quality education is not only seen from the quality of graduates, but also includes how educational institutions are able to meet customer needs in accordance with applicable quality standards. Satisfaction, parents, community, and related parties, with quality graduates and good school services. Is the key word for reliable school quality. The suitability of the results of customer satisfaction is an indicator of quality that every school should pursue.

According to Fuad Ihsan in general, "education is a human effort to cultivate and develop the innate potentials both physically and spiritually in accordance with the values that exist in society and culture (Ihsan, 2011 : 1). Meanwhile, according to Syamsul Mu'arif explains that "Education is an effort that is carried out deliberately, regularly and with a plan with the intention of changing desired human behavior as an effort that is carried out deliberately and planned (Ma'arif, 2009 : 17).

Madrasah education is a form of public school that has characteristics of the Islamic religion. The difference between public schools and madrasahs is only in the number of religious lessons which makes it a characteristic. Characteristics are defined as the consideration of religious students into several sub-subjects, namely Aqidah Akhlak, Al-Qur'an Hadith, Fiqh, and Islamic Cultural History.

As an educational institution that must maintain two qualities, namely the quality in the field of religion and must be at par with public schools, madrasas are currently working hard to fulfill them all. The fact is that the hard work has not been fully achieved until now, even in order to maintain both of them, sometimes the quality of madrasah graduates is lower than that of general schools. This means that religion is lacking, general is lacking. This condition is always influenced by the madrasas that are in these two poles, as well as external positions that have not supported the madrasah optimally, such as inadequate funding, lack of qualified teachers and education personnel, lack of administrative personnel, lack of educational planners who have the ability and skills. other.

In the learning process, the teacher has a very important function. Professional teachers are required to be able to deliver subject matter well, effectively and efficiently so that students as learners can understand and understand what is conveyed by the teacher in the passionate and fun learning process in the classroom, besides that teachers are also expected to be disciplined in carrying out their duties as educators.

Performance is an activity carried out to carry out, complete tasks and authorities and responsibilities in accordance with the expectations and goals that have been set. One of

the factors that influence teacher performance is principal training. Teacher performance is one of the determinants of the success of any educational effort.

Factors that affect the teacher's performance. Performance is a combination of three factors consisting of knowledge, especially those related to work that is the responsibility of work, experience, not only means the amount of time or length of work, but also with regard to the substance being done, personality in the form of conditions in a person facing fields of work, such as interests, talents, work motivation, and work discipline.

Teacher performance is a collection of various tasks to achieve educational goals. Discipline in carrying out tasks is an important aspect of one's performance or productivity. In general, teacher work is divided into two, namely work related to teaching, educating, and social tasks.

Discipline is a procedure that corrects or punishes subordinates for violating a rule or procedure. Discipline is a form of employee self-control and regular implementation and shows the level of seriousness of the work team within an organization. The relationship between employees and the organization is dynamic, the relationship continues to change because each party adjusts both the expectations for the other and the donations they will give in return (Rosidah, 2009 : 290).

In article 1 paragraph 1 of Government Regulation Number 52 of 2010 concerning Civil Servant Discipline, it is stated that, Civil Servant Discipline is "The ability of Civil Servants to comply with obligations and avoid prohibitions stipulated in the Legislation and / or Official Regulation if not obeyed or violated shall be subject to disciplinary action ". From this understanding, it can be concluded that the Government Regulation regarding the discipline of Civil Servants includes, among other things, obligations, prohibitions, and disciplinary penalties that can be imposed on Civil Servants who have been proven to have committed violations. Imposing disciplinary sentences is intended to foster Civil Servants who have committed violations, so that they have an attitude of regret and try not to repeat and improve themselves in the future.

However, when this happens, the impact of training on teachers is not significant in forming professional teachers. There are still many teachers who do not have competence in both skills and professions after conducting training. Training has not been able to concretely develop teacher performance.

By looking at the phenomenon of this problem there are problems that must be investigated in the provision of training related to management in its implementation. So that the training is not only a place for teachers to gather or listen to lectures from presenters but this training is a forum for teachers to develop themselves to become better and better quality teachers to contribute to achieving educational goals which are generally the goals of national education.

From the description above, the researcher wants to examine the problem factors or facts of the development of teacher performance through training management at MAN 2 HSU, MAN 3 HSU in Hulu Sungai Utara Regency. This problem needs to be carried out by further researchers so that valid data can be found and alternative solutions can be found at the same time.

In general, the reason for determining the location of the research was carried out in 2 different MANs, namely MAN 2 HSU, MAN 3 HSU in Hulu Sungai Utara Regency is because the 2 MANs have different places with different territorial conditions according to community habits, school layouts are varied both in Cities are also in villages or are located in residents 'housing or far from residents' housing which affects all existing aspects. Then another reason for choosing 2 different MANs, namely MAN 2 HSU, MAN 3 HSU 2 in Hulu Sungai Utara Regency is based on the different locations in the sub-districts from each other, the activities of the teacher working group (KKG) in the 2 schools are not the same place they are implemented because they are located in Different districts. So that researchers can see the role of teacher working group (KKG) activities in each region according to the MAN 2 HSU, MAN 3 HSU areas in Hulu Sungai Utara Regency. Researchers in general can see the impact of training on teachers in each school studied based on the implementation of the training carried out.

This study aims to see the impact of management in providing training to develop teacher performance. Based on these objectives, this study focuses on management functions as the main objective of this study. Based on these objectives, the results of the implementation of training are the extent to which teacher competencies can be developed and what solutions need to be done in dealing with problems that occur from teacher competencies that have not been optimal with training.

Regarding educators or teachers, this profession must have requirements that must be met. According to Imran (2010: 23) that teachers are "positions or professions that require special expertise in their main tasks such as educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, primary and secondary education".

So important is the role of professional educators or teachers in building quality education. Because the role of professional educators or teachers is at the forefront of the success of the goals of education. With professional educators or teachers, it will have a significant impact on their abilities. Whereas educators or teachers with minimal competence will affect the quality of learning and the results of the learning itself in the form of students' abilities which are described in the quality of graduates in the national education standards (SNP).

Therefore, to fulfill the juridical demands as stated above, training activities for educators and education personnel such as seminars, workshops, MGMP, PLPG and others are needed. This activity is a process of proving that an educator and educational staff have met the requirements stipulated by the laws and regulations.

According to Suhadak argues that "teachers need to be included as often as possible in various clinical training to improve teacher performance (inservice training) which is professionally managed and refers to the needs of teachers in carrying out their roles and functions" (Suhadak, 2010 : 34). This condition clearly requires teachers to always develop themselves. For this reason, learning management training inservice is needed. This is done to produce the characteristics of teachers who are able to do both learning management and classroom management, including communicating with students effectively.

Thus, from this background, the researcher will describe Teacher Performance Development through Training Management.

B. METHOD

Research that researchers use is field research (Field Research), which is an in-depth investigation carried out with a field research procedure. This study also uses descriptive qualitative data, namely research aimed at describing or describing existing phenomena, both natural phenomena or human engineering (Arikunto, 2006).

Qualitative research emphasizes more on meaning, reasoning, the definition of a particular situation (in a certain context), more researches in everyday life. The qualitative data, researchers use to conduct an analysis of training management in improving teacher performance (Rusiadi et al., 2016).

The timing of this research began on January 5, 2019, including observation, permit processing, data collection, and report writing. Place of research the researcher determined the location at MAN 2 HSU, MAN 3 HSU in Hulu Sungai Utara Regency. Data collection techniques consist of: a) The method of observation used is direct observation of the implementation of training management to improve teacher performance. b) Interviews were conducted with school principals and teachers. c) Documentation in this study is used to view data about the training management process to improve teacher performance and other documents relevant to this research. The data analysis technique used is a flow data analysis model. Data analysis steps include data collection, data reduction, data presentation and drawing conclusions.

C. RESULT AND DISCUSSION

To discuss the results and findings of this study, it will be seen starting from the process of planning, organizing, implementing, evaluating, and efforts to overcome inhibiting factors in management. (Terry, 2010).

1. Planning

Planning for improving teacher performance through training management at MAN 2 HSU, MAN 3 HSU in Hulu Sungai Utara District which is carried out by each teacher working group (KKG) begins with determining needs as the first step in making training planning. In identifying the need for training, there are 3 (three) parties involved, namely first, an organizational unit (school or education office) that manages human resources in charge of identifying the needs of the organization as a whole, both for current interests and in the framework of preparing the organization to face future challenges, both their school principals are the ones most responsible for the success or failure of the work units they lead, thus they are considered to be the ones who know the most about the types of training needs needed, and the three teachers concerned are many schools provide opportunities for teachers to nominate themselves to participate in certain training programs and the starting point for providing this opportunity is that teachers who are

intellectually mature have a tendency to be aware of the weaknesses that still exist within him, so it requires a learning effort.

2. Organizing

Organizing the improvement of teacher performance through training management at MAN 2 HSU, MAN 3 HSU 2 in Hulu Sungai Utara Regency has been carried out based on the stages of implementation both theoretical, technical, and which parties are involved both experts as presenters and participant teachers . The training organization consists of (Akyuni, 2018):

- 1) Pre-training stage
  - a. Exploring, analyzing and formulating training needs along with other activities which are basically in the form of preparation
  - b. Opportunities for all parties to prepare and prepare equipment, materials and schedules
- 2) Implementation stage
  - a. Implementation of the teaching and learning process followed by the preparation of a follow-up plan
  - b. All parties perform tasks that need to be done, especially the committee so that the process runs effectively and efficiently
- 3) Post training stage
  - a. Focus on consulting and monitoring activities
  - b. Provide consultation and monitoring of feedback given by participants from their respective assignments.

3. Actuating

The implementation of improving teacher performance through training management at MAN 2 HSU, MAN 3 HSU in Hulu Sungai Utara Regency is carried out with an effective learning model (MPE) for teachers. This training design is made with three (3) activity stages, namely (Kurniadin & Machali, 2012):

- 1) Workshop

  Conducted in the form of training for participants to introduce, familiarize, and produce concepts that will be trained to the participants: new paradigm of learning models, characteristics and components of learning models, group work materials in the form of non-self content modules, and group work materials to design learning model

- 2) Implementation Assistance

  This stage is carried out after the workshop to see the implementation of learning models in schools. This assistance is carried out by the mentoring organizing team to help schools / teachers implement training model indicators introduced in the workshop by preparing several things such as: Action plans for implementing learning models produced by each school / teacher at the workshop stage, Assistants visiting schools / teachers To discuss and consult about program implementation, the assistant is provided with a learning model guide and program monitoring instruments.

3) Assessment and reflection

> Conducted to determine the implementation of the components and indicators of the training model after mentoring is carried out within a predetermined time which includes, among other things, a collection of records or notes for each school / teacher and a team of assistants regarding the results of field implementation in the form of a final report for each school teacher (good practice), and assessment includes analysis of barriers in implementing the training program model.

4. Evaluation

Evaluation of teacher performance improvement through training management at MAN 2 HSU, MAN 3 HSU in Hulu Sungai Utara Regency was carried out to find out participants' responses to a series of workshop-mentoring-reflection activities, evaluation was carried out by (3) three stages of activities consisting of pre-training stages, the stage during the training and the stage after the training. Training evaluation is carried out to determine the achievement of objectives and to determine the effect of the training on the efficiency and effectiveness of the training participants' performance. And the benefits of the evaluation of education and training are to obtain information about the quality and quantity of the implementation of the education and training program, to know the release of the education and training program with the needs of the institution concerned and to open up the possibility of improving and adjusting the education and training program with changes. The targets of the evaluation of the education and training include: Participants, user programs for the organizing organization's personnel, facilities and infrastructure, costs, customer and community participation. To further explain the aspects that will be evaluated at each training target will be discussed, namely the academic aspects (understanding of material, oral communication, theoretical analysis and written communication), and aspects of attitudes and behavior (Discipline, Cooperation, Leadership and Initiative) (Wirawan, 2013).

5. Attempts to overcome barriers

Efforts to overcome the inhibiting factors for increasing teacher performance through training management at MAN 2 HSU, MAN 3 HSU in Hulu Sungai Utara Regency require synergy from all elements related to the implementation of training from the organizers or education offices, the head of education implementation, infrastructure, human resources (human resources) who are competent as presenters, the implementation time is adjusted according to the function of the participants, and teachers as participants. In general, there are several attempts to overcome the inhibiting factors for the development of teacher performance through training, including the following:

1) Good management in all training activities
2) The school provides full support for the teachers to attend the training
3) The government and schools allocate welfare funds for teachers proportionally
4) The government prepares competent human resources (HR) in the implementation of training.
5) The teacher as a participant plays an active role in organizing the training (Brown, 2002).

6. Problem and Weakness

Problems and weaknesses in the implementation of improving teacher performance through training management at MAN 2 HSU, MAN 3 HSU in Hulu Sungai Utara Regency in general can be internal and external. Internal factors are problems faced related to the teacher himself as a training participant. Meanwhile, external factors are related to the training organizers in managing each stage of the training activity.

Thus, these two things can create problems and weaknesses in the implementation if no solutions are found or efforts are made to overcome the existing problems. However, these problems and weaknesses, if managed by each school or training provider with a good management approach in accordance with each function, will create potential opportunities and advantages in achieving the objectives of organizing training to shape teacher performance in MAN 2 HSU, MAN 3 HSU in Hulu Sungai Utara Regency.

7. Impact

Based on the fact that the government has made efforts to shape teacher performance. Besides that, teachers also have a tendency to be able to implement the results of participating in training activities as an effort to develop teacher performance in improving learning systems and methods. An attitude of optimism and sincerity from within the teacher itself towards learning activities as a medium for developing and forming teacher performance as outlined in the implementation of learning starting from the preparation of learning implementation plans (RPP), determining learning methods to evaluating future learning can make teachers professional which provides a good quality of learning and produces quality and competitive graduates.

Apart from that, there is a government policy for all teachers to take training to shape teacher performance and to take teacher competency tests (UKG) to measure the extent of teachers' abilities. Therefore, it is a challenge for teachers themselves to be able to equip themselves with the required abilities and skills and training providers to improve the implementation of training to better facilitate the needs of educators or teachers to shape teacher performance as a training objective.

8. Future improvement steps

To overcome various problems and challenges in the future in organizing training activities in shaping the performance of training organizers, teachers can make efforts through improvements. This effort is carried out by conducting a SWOT analysis with the components of the strengths, opportunities, weaknesses and threats of the training organizers in compiling strategic programs based on education management functions as stages.

Improvement steps in the context of organizing training to shape teacher performance at MAN 2 HSU, MAN 3 HSU in Hulu Sungai Utara Regency can be done by optimizing and implementing good education management and integrating it with the management of productive, effective and efficient training activities.

Improvement of education management in training activities that can be realized through the stages of organizing training based on education management functions from planning, organizing, implementing, and evaluating. So as to produce effective and efficient training to produce teacher performance.

D. CONCLUSIONS

1. Conclusions

Management Training to improve teacher performance at MAN 2 HSU, MAN 3 HSU in Hulu Sungai Utara Regency which includes planning, organizing, implementing, evaluating, and efforts to overcome inhibiting factors in solving existing problems including:

a) Training planning to develop teacher performance carried out by each teacher working group (KKG) begins with determining needs as an initial step in making training planning. In identifying the need for training, there are 3 (three) parties involved, namely first, an organizational unit (school or education office) that manages human resources in charge of identifying the needs of the organization as a whole, both for current interests and in the framework of preparing the organization to face future challenges, both their school principals are the ones most responsible for the success or failure of the work units they lead, thus they are considered to be the ones who know the most about the types of training needs needed, and the three teachers concerned are many schools provide opportunities for teachers to nominate themselves to participate in certain training programs and the starting point for providing this opportunity is that teachers who are intellectually mature have a tendency to be aware of the weaknesses that still exist within him, so it requires a learning effort.

b) Organizing in the implementation of the training has been carried out based on the stages of implementation, both theoretical, technical, and which parties are involved, either the experts as presenters or the participating teachers. The training organization consists of:

1) Pre-training stage
   a. Exploring, analyzing and formulating training needs along with other activities which are basically in the form of preparation
   b. Opportunities for all parties to prepare and prepare equipment, materials and schedules
2) Implementation stage
   a. Implementation of the teaching and learning process followed by the preparation of a follow-up plan
   b. All parties perform tasks that need to be done, especially the committee so that the process runs effectively and efficiently
3) Post training stage
   a. Focus on consulting and monitoring activities
   b. Provide consultation and monitoring of feedback given by participants from their respective assignments.

c) The implementation of the teacher performance development training program is carried out using the effective learning model (MPE) for

teachers. The design of this training is made with three (3) activity stages, namely:

1) Workshop

   Conducted in the form of training for participants to introduce, familiarize, and produce concepts that will be trained to the participants: new paradigm of learning models, characteristics and components of learning models, group work materials in the form of non-self content modules, and group work materials to design learning model

2) Implementation Assistance

   This stage is carried out after the workshop to see the implementation of learning models in schools. This assistance is carried out by the mentoring organizing team to help schools / teachers implement training model indicators introduced in the workshop by preparing several things such as: Action plans for implementing learning models produced by each school / teacher at the workshop stage, Assistants visiting schools / teachers To discuss and consult about program implementation, the assistant is provided with a learning model guide and program monitoring instruments.

3) Assessment and reflection

   Conducted to determine the implementation of the components and indicators of the training model after mentoring is carried out within a predetermined time which includes, among other things, a collection of records or notes for each school / teacher and a team of assistants regarding the results of field implementation in the form of a final report for each school teacher (good practice), and assessment includes analysis of barriers in implementing the training program model.

d) Evaluation of the training is carried out to find out participants' responses to a series of workshop-mentoring-reflection activities, the evaluation is carried out by (3) three stages of activities consisting of:

   1) Pre-Education and Training Stage: to find out the reaction of participants about the material to be taught, to know the level of training participants and the technical abilities of the material to be given and as initial information for widyaswara.

   2) The stage during the training: to determine the reaction of participants to parts / the whole of the training program and to take certain actions that are needed during the training and after in an effort to improve future programs.

   3) The post-training stage: to find out the application of training results by participants in the work unit and the problems that arise in carrying out their duties, knowing the commitment of the education and training program to the needs of the work unit, and knowing the leadership's commitment to work opportunities for participants to practice the results.

e) Training evaluation is carried out to determine the achievement of objectives and to determine the effect of the training on the efficiency and effectiveness of the training participants' performance. And the benefits of the evaluation of education and training are to obtain information about the quality and quantity of the implementation of the education and training program, to know the release of the education and training program with the needs of the institution concerned and to open up the possibility of improving and adjusting the education and training program with changes. The targets of the evaluation of the education and training include: Participants, user programs for the organizing organization's personnel, facilities and infrastructure, costs, customer and community participation. To further explain the aspects that will be evaluated at each training target will be discussed, namely academic aspects (understanding of material, oral communication, theoretical analysis and written communication), and aspects of attitudes and behavior (Discipline, Cooperation, Leadership and Initiative).

f) The implementation of training does not only run according to its objectives but there are various obstacles in its implementation so that the objectives of the training to form professional teachers have not been achieved. Efforts to overcome the inhibiting factors of increasing teacher performance in training come not only from the implementer but from all elements in the implementation of the training including the training participants who have a considerable influence on the success or failure of the training Synergy is needed from all elements related to the implementation of training from the organizers or the education office, the head of education implementation, infrastructure, competent human resources (human resources) as presenters, implementation time adjusted to the participant's function, and teachers as participants. In general, there are several attempts to overcome the inhibiting factors for the development of teacher performance through training, including the following:

1) Good management in all training activities
2) The school provides full support for its teachers to attend the training
3) The government and schools allocate welfare funds for teachers proportionally
4) The government prepares competent human resources (HR) in the implementation of training.
5) The teacher as a participant plays an active role in the implementation of the training.

2. Recomendations

Based on the findings, the authors formulated several recommendations regarding Training Management to Improve Teacher Performance in Hulu Sungai Utara District to be used as an improvement agenda for teachers, school principals, KKG heads and other researchers..
1. Teacher

a) Increase active participation in training activities
b) Increase the use of information communication technology, such as the internet, educational journals, newspapers or other media to help develop teacher knowledge and skills
c) Increase active participation in teacher professional organizations, for example the Teacher Working Group (KKG) for MAN teachers or other forms of learning communities
d) To participate actively in the development of scientific work to conduct classroom action research by forming teams or individually
e) Continuing education to the next level to obtain professional developme.

2. Headmaster
a) Increase regular supervision activities to then provide direction and targets as a form of teacher training
b) Strive for and add facilities for the development of teacher knowledge in the form of internet facilities, educational journals or magazines
c) Form or activate discussion groups as a vehicle for brainstorming to solve learning problems and regularly conduct studies and discussions
d) Allocating budgets for the benefit of teacher professional development, such as for classroom action research activities or involving teachers in training activities
e) Provide broad access and opportunities for each teacher to attend the training
f) Encourage each teacher to actively participate in training activities

3. Chairman of the KKG
a) Periodically mapping the competence of educators under its auspices as an evaluation of teacher development
b) Arrange and carry out activities for teacher development with reference to the need for the results of the evaluation of teacher competence
c) Implementation of training in accordance with management so that the implementation and results are in accordance with the objectives
d) Selection of competent speakers so that the training can be delivered optimally

4. Other researchers
a) Seek the development of similar research at the higher school level.
b) Given that this study only uses a qualitative approach, with descriptive methods, it is recommended to conduct further research using a quantitative data approach or by using an approach that combines a qualitative and quantitative approach, as well as examining other factors that affect the competence of graduates.

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