

## **TEACHER TRAINING PROGRAM MANAGEMENT IN IMPROVING STUDENT ACHIEVEMENT IN STATE HIGH SCHOOL 18 BANDUNG**

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#### **Abstract**

This research is motivated by the management of planning, organizing, implementing, monitoring and evaluating results in the implementation of teacher training. This study is intended to determine the management of teacher training programs in improving student achievement at State high school 18 Bandung. This study uses a qualitative approach, so it does not test a hypothesis, but will describe the data obtained so that something can be found that can be used as material for further studies. Data collection techniques used in this study were observation, interviews and documentation studies. The results of the study indicate that management is planning, organizing, implementing, monitoring and evaluating results. In the implementation of teacher training, it is carried out using a Top Down and Bottom Up approach so that the results of the training can improve student achievement at State high school 18 Bandung. Based on the results of data analysis, it can be concluded as a whole as follows: First, the average grade X – XII grade of State high school 18 Bandung in the 2020/2021 school year is 70, in the 2021/2022 school year the average grade X – XII is 72.5 and in the academic year 2021/2022 (odd semester scores) of 75. Based on a systematic analysis of data, the authors present several recommendations that may need serious attention and solutions. The recommendations are addressed to various parties, namely the Head of the Bandung Regency Education Office, the Head of the Learning Model Section, the Person in Charge of the Training Program, Widyaiswara, Training Participants and other researchers..

**Keywords:** Management, Training, Achievement.

#### **A. INTRODUCTION**

The Law of the Republic of Indonesia number 20 of 2003 concerning the National Education System formulates the functions and objectives of national education that must be used in developing educational efforts in Indonesia. Article 3 of the National Education System Law states, "National education functions to develop and shape dignified national character and civilization in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen". The purpose of national education is a

formulation of the quality of Indonesian people that must be developed by every education unit.

Furthermore, this Law on the National Education System stipulates that national education functions to improve the quality of life and human dignity of Indonesia in the context of efforts to realize national goals.

Education functions to empower human potential (students) to inherit, shape and build future culture and civilization. Education also functions to preserve positive cultural values and to create changes towards a more innovative life.

To realize creative and independent human beings in facing life's challenges requires efforts that can help individuals to be able to develop and develop their abilities. One form of effort that can be done is through education. Through education, in the end, each individual has the abilities to answer the challenges of life he faces, both in personal, professional, social and religious abilities.

Changes in education are absolute demands, this can be understood because educational efforts cannot be completed completely in one or two activities but are carried out continuously in line with the demands of very rapid changes. While changes made by educational institutions in a systematic and directed manner, require time, money, personnel and other educational resources, this requires good management, which involves educational institutions, structures, personnel, programs and other educational resources. Every change that occurs in society, the development of science and technology will have a huge influence on the organization. The functioning of the organization will always be able to exist if every challenge it faces is used as an opportunity to always be able to adapt it. Therefore, in dealing with and responding to these changes, it can be done in various ways, one of which is through training, Oemar Hamalik, (2001:101).

Formal education anticipates the need for human resources for the needs of the world of work and industry as users of labor services by adjusting / developing training programs in fields related to industrial needs. However, due to the limitations of formal education such as infrastructure, financing and a long time, the role of formal education is mostly taken by non-formal education either through courses organized by the general public or through trainings organized by government institutions that are prepared for jobs that require expertise. special, Oemar Hamalik, (2001:101).

In an organization, training is an activity to create a situation where employees who are trainees can develop knowledge, attitudes and skills related to the tasks and work to be carried out effectively and efficiently. Training is also an activity designed to assist employees in improving the quality of work carried out in achieving organizational goals, Oemar Hamalik, (2001:101).

Training will be effective and successful in carrying out the organization's mission only if the managers of the training program pay attention to the basic principles and characteristics of organizational needs and individual needs as well as community needs as the basis for managing training carried out by institutions and training.

In developing training programs, management activities are very important, because in management a series of activities can be carried out systematically, coordinated and cooperatively in utilizing human resources and other resources effectively and efficiently. With management activities, the goals or expected results of the training held will be achieved effectively and efficiently.

The reality on the ground shows that: 1) there are still many teachers who have not fulfilled the demands or wishes of parents/community students, namely so that their children achieve maximum performance; 2) In schools we often see some teachers who can be said to be unsuccessful in teaching. The indicator of teacher failure is low student achievement, which is not in accordance with the specified standard or size limit. The failure or failure of teachers in this task may not only be because they lack mastery of the subject matter, but because they do not know how to manage the class; 3) There are symptoms of boredom in learning, namely that every teaching and learning activity takes place, many students often feel bored or bored to be in class.

From the description above, the author has the assumption that an effective and efficient teaching and learning process grows because of good classroom management by the teacher. Indicators of success in the teaching and learning process are considered successful if: students' absorption of the subject matter taught achieves high achievement, both individually and in groups, and there is a change in behavior for the better in life.

## **B. RESEARCH METHOD**

This study uses a qualitative approach, where researchers observe directly how the management of teacher training programs is implemented at State high school 18 Bandung. Qualitative research is used to reveal facts that occur in the field to be studied in depth, so that in the end the findings of the data needed according to the research objectives are obtained, which is not only to explain what the object under study looks like, but also to explain how the existence and why the case occurred.

It is carried out using observation, interview, and document study techniques that are asked to provide data, opinions, thoughts, and perceptions (Syadiah, 2012: 94). Thus, qualitative research is an attempt to find, describe, analyze, and interpret empirical data in the field with the right interpretation of a problem related to the management of the teacher training program implemented at State high school 18 Bandung. Based on the

opinions of the experts above, qualitative research can be defined as a study that describes the phenomena that occur in the field.

The collection of data used in this study is a technique of participatory observation, in-depth interviews, and documentation.

1. Participatory Observation Techniques: In participatory observation, researchers must be directly involved with all parties being observed or used as sources of data in research.
2. Interview Technique: The interview referred to in this study is a conversation with a specific purpose. The conversation was carried out by two parties, namely the interviewer in this case the researcher who asked the question and those interviewed by the teacher, principal, and students as sources who provided answers to the question.
3. Documentation Study: Documentation study in this study was carried out to collect data sourced from archives and documents at State high school 18 Bandung, which relates to the technical management of the training program, for further analysis...

This research was conducted at state high school 18 Bandung, which is located at Madesa street No. 18 Situgunting City of Bandung. The subjects in this study were principals, teachers and students at state high school 18 Bandung. Researchers believe the research subjects above are able to become respondents and sources of data that will help smooth this research. Another reason, because the researchers view: they master or understand the management of teacher training programs, they are still and are being involved or involved in the activity being researched, they have sufficient time to be asked for information, they are not inclined to convey information from the "packaged" themselves, they who at first were classified as "quite foreign" to researchers so that it was more exciting to become a kind of teacher or resource person. The data source in this study used a purposive sample of data sources and was snowball sampling. This is because the participant data sources are still temporary, and will develop later after researchers in the field. Another reason is because the data source was chosen based on certain considerations and objectives, and wanted to obtain adequate, accurate information, to be able to explore broader information that had been obtained previously. Thus, it can be seen that there are information gaps found in the management of teacher training programs at state high school 18 Bandung.

### **C. RESULTS AND DISCUSSION**

The purpose of this study was to examine the management of teacher training programs in improving student achievement at state high school 18 Bandung, with a focus on 1)

Planning of teacher training programs in improving student achievement; 2) Organizing teacher training programs in improving student achievement; 3) Implementation of teacher training programs in improving student achievement; 4) Results of evaluation and monitoring of the implementation of teacher training programs in improving student achievement.

## **1. Research Results**

### **a. Management Planning of Teacher Training Programs in Improving Student Achievement at State high school 18 Bandung**

Management planning of teacher training programs at state high school 18 Bandung begins with an analysis of training needs. Needs analysis is directed at each educational institution's needs. There are two methods used, namely Top Down starting from the policy of the local Education Office. The policy of the head of the local Education Office is socialized to each Head of the Regional Technical Implementation Unit. The next stage is the Head of the Regional Technical Implementation Unit giving the delegation to the Technical Responsible Person. The preparation is carried out by the Head of the Section Responsible for Technical Training and Education, in this case the coordinator so as to form the desired training program.

The following is the author's interview with teachers and school principals who have received training. The planning carried out through the needs analysis of the Bottom up method is where each section, in this case has approximately 4 (four) Section Heads and Deputy Section Heads submitting training to the Education and Training Coordinator. Then together with the Section in charge of Education and Training, they discuss the results of the efforts of the existing Section Heads, which are then selected or determined which training is the priority. The priority in question is assessed from the effectiveness of funds, time and urgent needs. Another way that the Education and Training coordinator does in improving the quality of Human Resources in every educational institution is to analyze the urgent training needs for training purposes. The Education and Training Coordinator in this case, which was initiated by the Person in Charge of Training, provides a format which is then given to each existing Section. Then the person in charge of education and training fills out the form completely and clearly. This means that any training desired by the participants in each section must be accommodated and described as clearly as possible.

The Education and Training Coordinator is working on which training curriculum is a priority. The priority of the training really depends on the cost, time, and urgent needs. Based on these benchmarks, the curriculum assesses what training will be carried out. The aim is to improve the quality of human resources by using funds and time as effectively as possible. Planning the management of teacher training programs at State high school 18 Bandung is basically by analyzing the training needs that will be

implemented in advance. Thus the goal of the training will be achieved, namely improving the quality of good Human Resources (HR).

## **b. Organizing Teacher Training Program Management in Improving Student Achievement at State High School 18 Bandung**

Based on the results of interviews with school principals, the principal's efforts to find ways to carry out the function of school management in improving teacher competence were carried out through a teacher training program with a School-Based Quality Improvement Management approach. The principal in implementing school management always pays attention to four important components, namely; power possessed by the school, Knowledge and Skills, Clear information system and reward system. The implementation of school management is carried out based on the main functions of management including planning, organizing, implementing, and controlling and supervising. Description of the implementation of the main management functions carried out, as follows.

### **1) Planning**

The results of interviews with school principals in the process of preparing school work plans/programs, departing from the power possessed by schools, then in preparing school plans/programs a team consisting of: principal, deputy principal, deputy teacher, counseling guidance, laboratory assistant, Librarians, School Boards and stakeholders. This institution absorbs all aspirations of school residents and stakeholders.

In planning/school programs the Team received various inputs and wishes from both the school community and stakeholders. The program is prepared according to the interests and abilities of the school. The program concerns; improving academic quality, improving the quality of student development, improving physical quality and improving the quality of management as well as financial sources within the stipulated time period, namely: short-term (one year), medium-term (four years) and long-term (8 years) programs. Plans/Programs that have been prepared by the Team are socialized to all school residents and parents of students to get an agreement and become the basis or work guide for all school residents.

### **2) Organizing**

Based on the results of interviews with school principals, teachers and administration in terms of school organization based on the required work units, the number of existing human resources both teachers and administration, types of subjects taught, suitability with educational background and expertise, ability to cooperate and dedication in improving the quality of schools.

In terms of determining the subject teachers in the class, efforts are made to adapt to their educational background to be more professional, the class level arrangements that



must be the guide are regulated at the beginning of the school year taking into account that the teacher can continue to guide the students who become his handlers from the level of class X up to class XII level, this is carried out in order to better monitor the progress of students.

After determining the division of tasks, then it is included in the organizational structure of the school, especially those who hold certain positions in the school which are strengthened by the issuance of a letter of assignment from the principal, equipped with details of the duties of the position that is the handle..

Periodization, especially for the position of deputy principal, is set every 2 years, this is carried out based on deliberation from school residents, especially teachers so that all of them can and have tried to hold this position for future professional development, especially if it is related to one of the requirements to be proposed as a head candidate. At least the school must have served as vice principal for at least 2 years.

### **3) Actuating**

In the implementation of the program carried out at the school, it refers to the program that has been mutually agreed, through the team. In the implementation of the program, either it involves; improving academic quality, improving the quality of student development, improving physical quality and improving the quality of management, school principals always involve related components, be they vice principals, teachers, counseling guidance, laboratory assistants, librarians, administrative staff and school committees.

The implementation of programs carried out in schools that refer to school programs include: improving academic quality. Interviews with the vice principal for curriculum affairs obtained information that in an effort to improve academic quality in schools, the first priority was to increase student absorption every semester. 86% of students scored more than six in each subject. The implementation is through activities to improve the teaching and learning process which includes: teaching program activities, activities carrying out enrichment programs, evaluation implementation activities and analysis of evaluation results. In addition, in an effort to improve academic quality in schools, there is also an increase in subject lover programs, improvement of library services, improvement of computer skills, activating Subject Teacher Conferences and participating in Inservice Training and seminars.

In implementing the program, it refers to the education calendar that has been issued by the provincial education office, especially those related to the number of effective hours per semester and per school year. If in the implementation of the program, there are programs that are difficult to implement due to conditions and so on, then the principal with his representatives or with the team looks for a way out or postpones its implementation for the next period.

According to the principal, in an effort to improve academic quality in the implementation of teaching and learning activities through the School reform concept, among others, through efforts to crystallize the characteristics of school members in managing schools, which in a very simple anatomy, schools are divided into 3 (three) main levels according to their functions, namely: 1) Class Level (Regulator) This level is a representation of the learning character in the classroom which is heavily influenced by the teacher, such as; comfortable classroom psychological atmosphere, interesting learning, high student motivation and so on; 2) Mediator (Professional) Level This level is a representation of the professional characters of school administrators, namely principals, teachers and school technical personnel. Included in this level are such as; Principal's Leadership Character, traits such as dedication, motivation, competition, creativity, collaboration of each individual school manager; 3) School Level (Management) This level is a representation of the collective character of the school community as a whole or the school climate. This level is much influenced by the leadership and managerial in the school. Included in this level are various school climates, such as; quality culture, progressive culture, democratic, citizen participation, safe, orderly, clear vision and mission, caring and sharing etc.

### **c. Implementation of Teacher Training Program Management in Improving Student Achievement**

Based on interviews with the training management, in this case the Education and Training Coordinator and the person in charge of the Training, that the activities carried out in the implementation of this training concern the following matters:

#### **1. Participant Admission**

The first process carried out at this stage is to register training candidates by bringing a letter of assignment from their respective work departments, collecting participant requirements and filling in biodata for administrative purposes, distributing equipment to training participants, both stationery equipment and field practice clothes. Then the training was opened by the Head of the Bandung City Education Office and could be represented by other officials. At the opening ceremony, the chairman of the training executive committee read out the preparatory report. (According to Dikemenjur, 1998).

#### **2. Training Process**

The training process in question is a process in which there is a reciprocal interaction between the trainee and the trainer/instructor. As a trainer/instructor material carrier is expected to be able to transform knowledge, skills and attitudes to training participants. The trainer/instructor plays a very important role in the training process for the achievement of results. Trainers are highly demanded to be innovative in providing training materials. In general, teacher training in the city of Bandung is carried out using the lecture method, question and answer, discussion, practicum and so on. This method



really depends on the skill of the coach to do it. The quality of the training really depends on the skill and expertise in delivering the material to the trainees. So that the implementation of the training can run lively, pleasantly and well and optimally received by the trainees.

- a) Training Objectives: At the stage of analyzing training needs, the training management (curriculum) understands very well what the objectives of the training will be or are currently being implemented. The purpose of the training carried out in the end is how human resources improve in quality and sometimes quantity.
- b) Trainers: Trainers or instructors are people who have the ability and capability in their respective fields which can then be transformed into the trainees. The trainers that are usually owned are to educate/train and those who are experienced.
- c) The competence and capability of a trainer are the main requirements that are considered by the curriculum. The trainers can be seen from their educational competence by looking at which graduates come from or have also completed master and doctoral programs.
- d) Material and Time: The material and time provided by the curriculum really depends on the objectives of the training. From the training needs analysis, training is obtained, then the training objectives are described in the form of what materials will be provided.
- e) While the time is also very much determined by how much material will be given. Overall training time is carried out outside the participants' working school hours.
- f) Participants: The capacity of the teacher training room is 40 people. Of course, the maximum number of trainees in one batch is 40 people. But it does not rule out excess or reduced. If what happens is beyond the capacity, more than one class is formed. If there are less than 40 people, the training will be more effective in the teaching and learning process.
- g) Training Methods: The training is carried out using lecture, discussion, question and answer methods, games/games and field practice. Basically, the weight of the lecture dominates the method of implementing the training. The lecture method (theory) and answers are used as much as 50% while the practical method (practicum) is 50% again carried out by the practical method (practicum).
- h) Training Place: The training was held in the training room of the Bandung City Education Office. Having comfortable learning facilities for education. The training room is quite spacious and comfortable.

#### **d. Results of Evaluation and Monitoring of Teacher Training Program Management in Improving Student Achievement**

Based on interviews with the Human Resources Development, in this case, as the organizer of the training, the evaluation was carried out after the training was carried out. However, sometimes for certain training evaluations are carried out at the beginning and in the middle of the training.

The evaluations carried out were all related to attendance lists, instructor evaluations. Evaluation of training participants, and evaluation of training implementation. Evaluations related to increasing knowledge, skills and attitudes are carried out by looking at the quality and quantity produced each year.

The objects evaluated include the development of human resources training, the training process. This evaluation is to measure how the participants react during the training process, the evaluation instrument uses a training evaluation format. Evaluation to measure how the level of activity in the teaching and learning process of participants and trainers. The evaluation instrument using the type of written test is to measure the ability of graduates at work/school after undergoing training. As well as an evaluation instrument using the evaluation format for changes in work/school.

Evaluation to measure the ability level of graduates in assignments by comparing them to those who did not undergo training. While the final evaluation of the training implementation aims to improve and develop future training which includes evaluation of teaching modules/materials, materials, presentation and implementation, the documentation can be seen with the average results being less, sufficient or good..

Post-training evaluation which includes discipline, motivation, knowledge, skills, amount of work that can be done, quality of results at school, interaction and mutual cooperation efforts with schoolmates.

The evaluation carried out after the training also concerns the level of creativity, so that the group led can develop well. Then also how the participants communicate well. (According to Nagel, 2000).

The post-training evaluation also looks at student achievement from the average value which has increased every year. First, in the 2019/2020 school year the average value from class X to class XII is 70, in the 2020/2021 school year the average value from class X to class XIII is 72.5 and in the 2021/2022 school year (grade odd semester) of 75.

## **2. Research Discussion**

The implementation of teacher training in improving student achievement carried out by the Bandung City Education Office aims to improve the knowledge, skills and attitudes of participants in carrying out their duties at school.

The results of the study obtained several findings and their implications are:

- a) Training Planning, related to the analysis of teacher training needs at the Bandung City Education Office. The analysis of training needs carried out by the curriculum sector in terms of the quality of the results still needs attention for continuation in a better direction.
- b) Implementation of the Training, related to the methods, materials and instructors of the training. The training materials provided to participants have not been able to describe the objectives of the training, so there is a need for improvement. Especially with regard to the characteristics of the competency-based curriculum which includes knowledge, skills, values and attitudes as well as the ability to realize the curriculum. The trainers or instructors who fill the training should be professional trainers both from within and outside the Bandung City Education Office. This is closely related to the training method that will be given to participants.
- c) Training Evaluation, relating to evaluation procedures in this case carried out at the early, middle, and final stages of professional training. The evaluation is carried out in stages which is mandatory, and is also used as input for future training. The evaluation is carried out properly, both qualitatively and quantitatively. So that the results of the evaluation can be used as feedback in the next training. The post-training evaluation also looks at student achievement from the average value which has increased every year.
- d) Supporting and Inhibiting Factors, the supporting factors are as follows:
  1. His amount of equipment is sufficient to support training in a ratio of 1: 6.
  2. Qualifications of teaching staff on average graduate S1 and S2.
  3. Room facilities are quite supportive with a building area of 12 x 60 meters and a workshop area per study group (40 participants) 12 x 12 M = 144 M<sup>2</sup> and the required area for each student is 6-7 M<sup>2</sup>.
  4. Cooperation between ranks is very good.
- e) Meanwhile, the inhibiting factors were: In the interview and observation activities, in addition to the supporting factors found, the inhibiting factors were also found, including:
  1. Existing practice equipment has never been replaced so that it runs no longer effectively and efficiently.
  2. Equipment maintenance costs are very limited.

3. The number of teaching staff is still lacking so that some teachers teach more than the minimum requirements set by educational institutions.

The success of the education process in order to produce quality Indonesian human resources will be determined by many factors, including students, teaching staff, curriculum, education management and educational facilities. Besides that, the environment will also be very influential to support the success of the educational process, especially families, communities, government and the private sector (business and industrial world).

The study of human resource development is an effort to respond effectively to the problems faced by the organization, even to predict the dimensions of the problems that will be faced by the organization from a long-term perspective.

The quality of human resources basically consists of 2 (two) aspects, namely the physical aspect (physical quality) and non-physical aspect (non-physical quality) which concerns the ability to work, think, and other skills. Therefore, efforts to improve the quality of human resources are essentially oriented to these two aspects. To improve quality, it can be directed to through programs to improve nutrition and health. Meanwhile, to improve the quality or non-physical abilities, education and training efforts are the most needed. This step is intended as a form of human resource development.

To achieve this, strategic steps have been taken, for example: improving the curriculum, conducting a more thorough analysis of educational objectives, developing facilities such as building repairs, procurement of practical equipment, procurement of books, provision of operational costs, and improvement of teachers' professional abilities through various upgrades.

In the education sector, the development of human resources cannot be separated from efforts to improve the ability of teachers to increase their knowledge development in the teaching and learning process. This development function focuses on increasing the ability and motivation of teachers to carry out their work.

From the above formulation, the profession can be prepared in a broad sense and can be viewed through the training process. But professional work, moreover full professional work such as the profession of a doctor. The words prepared for that refer to the educational process that must be fulfilled, the higher the degree of the profession it carries.

In other words, the level of recognition of professionalism is very dependent on the expertise and level of education he has taken. In almost all countries, people still recognize that doctors are the highest profession. On the other hand, teachers are still seen as the lowest profession. The low public recognition of the teaching profession is caused by several factors. The first factor is the view of some people that anyone can

become a teacher as long as he is knowledgeable. The shortage of teachers in remote areas provides an opportunity to appoint teachers who do not have professional authority. The second factor is caused by the teacher himself. Many teachers do not value their profession, let alone try to develop the profession. Feelings of inferiority due to being a teacher, abusing the profession for satisfaction and self-interest, the inability of teachers to carry out their professional duties. The commercialization of teaching and others often causes the decline of the authority of the teacher, so that the recognition of the teaching profession continues to decline. That is why recognition and efforts to uphold the teaching profession must start from the teacher himself. Efforts that can be made must be started by consciously acknowledging the meaning of the profession, acknowledging and loving the duties of the profession and trying to develop the profession it bears.

Educators should not feel whether satisfied with what they already have. Challenges are always in front of your eyes. In the past few years, it was only enough for educators to have a bachelor's degree (strata one) or equivalent. However, in reality, it is unavoidable as a consequence of the current of global innovation and modernization that has also hit our world of education. In order for teachers to keep pace with current developments, at least they must have the qualifications equivalent to a master's degree.

In addition to the demands for the requirements of the level of education above, so that the teacher's duties are more stable and new information, new teaching methods can be quickly accepted by the teacher, every teacher must participate in development or training / upgrading. Through trainings, teachers are expected to receive refreshments to increase work efficiency and effectiveness.

In pursuing his field, the teacher always increases his experience. The longer the working period, it is expected that the teacher will have more experiences. These experiences are closely related to increasing the professionalism of the work. Teachers who have served in the world of education for a long time must be more professional than teachers who have served for several years.

In short, if the level of education, training frequency and teaching experience increases, there should also be an increase in teacher professionalism. Based on Law No. 20 of 2003 concerning the National Education System, teachers are obliged to improve their professionalism, but the increasingly heavy burden on teachers is caused by the increasing number of students who are brutal and violate school rules and the influence of television shows that are not good for the mental development of students is a constraint factors on teacher professionalism in addition to several other factors. Whatever the reason, the teacher must improve his professionalism, because on his shoulders the future of the students and the future of this nation rests..

#### **D. CONCLUSIONS AND SUGGESTIONS**

## Conclusions

Based on the results and discussion of the data that have been stated above, the researchers can conclude the results of this study as a whole as follows:

- a) Competency-based training planning begins with an analysis of training needs. Analysis of training needs is carried out through two methods, namely Top-down and Bottom-up. Basically these two methods are to find out the aspirations of the participants regarding the training needed by their schools. So that the results are processed by the planning and evaluation section of the Bandung City Education Office and then give birth to policies in the form of training.
- b) Organizing the Management of Teacher Training Programs in Improving Student Achievement: Efforts by school principals to find ways to carry out the function of school management in improving teacher competence are carried out through a teacher training program with a School-Based Quality Improvement Management approach. The principal in implementing school management always pays attention to four important components, namely; power possessed by the school, Knowledge and Skills, Clear information system and reward system.
- c) The implementation of the training is adjusted to a competency-based curriculum where the aim is to improve the knowledge, skills and attitudes of participants. Training evaluation was conducted to measure the increase in participants' knowledge, skills and attitudes. However, due to too many participants with a ratio of 1: 10 to the number of trainers, the training was divided into several classes.
- d) Evaluation and monitoring of Teacher Training Program Management in Improving Student Achievement: Human Resource Development in this case is the organizer of the training that the evaluation is carried out after the training is carried out. However, sometimes for certain training evaluations are carried out at the beginning and in the middle of the training. The evaluations carried out were all related to attendance lists, instructor evaluations. Evaluation of training participants, and evaluation of training implementation. Evaluations related to increasing knowledge, skills and attitudes are carried out by looking at the quality and quantity produced each year.

## Suggestions

In line with the findings of the researcher and the results of the analysis, there are several things that the researcher would like to convey as suggestions for related parties. The suggestions are as follows:

1. For the Person in Charge of Training at the Education Office of West Java Province: a) Training planning involves an analysis of training needs. It is necessary to have a qualified team who understands competency-based training



to analyze training needs, so that they can assess which training will be rolled out quickly or which training can be implemented; b) the implementation of the training is related to the learning method used by the trainer/instructor. The person in charge of training as the executor of the training should be able to prepare qualified trainers. A qualified trainer is a trainer who is able to turn the training atmosphere into something meaningful and enjoyable for the trainees; Evaluation of training related to the procedures used. Efforts to improve the quality of training implementation by continuously evaluating the results of the training both quantitatively and qualitatively.

2. For the Head of the Bandung City Education Office: a) Re-correction of job descriptions that are no longer feasible to be implemented. At the same time create a clear, professional and fair career path system for employees. This relates to the benefits of training for employees to improve their careers; b) There is a need for professional and quality training providers. This can be done in two ways, namely first: improving the quality of existing personnel, second is for certain training by collaborating with education consultants outside the Bandung City Education Office..

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