

Teachers Pedagogical Competence Development through In-House Training: A Strategic Response to Curriculum Implementation Challenges

Iqbal Nugraha Barlian¹
Educational Administration
Universitas Pendidikan Indonesia
Bandung, Indonesia
iqbalnb2@upi.edu

Sururi²
Educational Administration
Universitas Pendidikan Indonesia
Bandung, Indonesia
sururi@upi.edu

Taufani Chusnul Kurniatun³
Educational Administration
Universitas Pendidikan Indonesia
Bandung, Indonesia
taufani@upi.edu

Abstract— One of the efforts to enhance teachers pedagogical competence is through the In-House Training (IHT) program conducted within the internal school environment. This study aims to examine the application of the Kirkpatrick Evaluation Model in the In-House Training Program for Improving Teachers Pedagogical Competence at Junior High School 39 Bandung. The research employs a descriptive-evaluative approach with a qualitative method. Data were collected through interviews with teachers and the school principal at Junior High School 39 Bandung. Based on the research conducted using Kirkpatrick's four-level evaluation model—reaction, learning, behavior, and results—the findings indicate that the implementation of the In-House Training program has been effective. This is evident from the participants' responses, which reflect satisfaction and the ability to apply the knowledge gained, particularly regarding the material on the Implementation of the Merdeka Curriculum. The observed changes in the participants demonstrate that the In-House Training has achieved its intended outcome, aligning with one of the program's primary objectives: improving teachers' pedagogical competence.

Keywords— *Kirkpatrick Mode*;, *In-House Training (IHT)*; *Pedagogical competence*

I. INTRODUCTION

Teachers play a crucial role in the educational process. A quality generation is shaped by competent educators. Therefore, teachers must continuously upgrade their competencies to remain aligned with the evolving demands of the times. To enhance the quality of educational institutions, teachers must be able to utilize technology effectively in classroom teaching and learning activities (Kristiawan, 2019). In today's era, educators need to shift towards multi-stimulus learning methods to foster a more engaging and enjoyable learning environment. This approach reflects one of the essential competencies a teacher must possess—pedagogical competence.

The learning process is significantly influenced by teachers with strong pedagogical competence, as this directly contributes to improved student outcomes and aligns them with the desired learning objectives. It is vital for educators to understand various manifestations of pedagogical competence, such as managing learning programs, utilizing quality media and learning resources, comprehending educational foundations, and organizing teaching materials effectively.

According to the Minister of Education and Culture, as cited in News.okezone (Wednesday, 24/03/2021), the average score of the Teacher Competency Test (UKG) in the Pedagogical Domain was 58.79, which is considered low compared to the Professional Domain, which scored an average of 65.97. This data underscores the urgency for teachers to consistently improve their pedagogical competencies, particularly in managing the teaching and learning process.

Teacher competency development can be achieved through various forms of education and training. According to Raharjo (2018), programs such as In-House Training (IHT), internships, school partnerships, distance learning, tiered training, short courses, internal school coaching, and further education can be employed. Schools, as the closest environment for facilitating teacher development, may conduct coaching programs through In-House Training (IHT). IHT is an internal training program designed to maximize teachers' potential and enhance their classroom competencies (Baharudin, 2017).

Junior High School 39 Bandung is one of the schools that has implemented various teacher capacity-building programs to address the challenges of implementing the Merdeka Curriculum. This curriculum presents a challenge, as many teachers struggle to fully comprehend its concepts and implementation strategies. Therefore, the school initiated In-House Training programs to support teachers in executing

effective classroom instruction. However, based on the supervision conducted by the school principal within the same academic year following the IHT program, some teachers were still found to inadequately utilize learning resources, instructional models, and technology-based teaching methods.

Program evaluation is an essential mechanism for measuring the success of such initiatives. As stated by Brinkerhoff in Arikunto (2017), program evaluation is the process of determining the extent to which a program's goals and objectives have been achieved, and of providing informative data to support decision-making. Consistent with Kirkpatrick's framework, the objective of program evaluation is to obtain accurate information to inform decisions regarding program planning, inputs, implementation, outcomes, and impact.

Kirkpatrick proposed several aspects that must be considered when evaluating training programs comprehensively, namely: (1) training program design; (2) learning strategies; and (3) training content/materials.

There are several models that can be employed to evaluate educational programs, each with distinct characteristics:

- a) Provus' Discrepancy Evaluation Model (DEM): This model allows evaluators to compare the intended standards with actual performance to identify any discrepancies.
- b) Kirkpatrick's Four-Level Evaluation Model: This model involves four stages—reaction, learning, behavior, and results—which simplify the evaluation process of complex training programs.
- c) Countenance Evaluation Model: This model divides evaluation into three phases—antecedents (context), transactions (process), and outcomes—allowing evaluators to differentiate between descriptive and judgmental aspects.
- d) Goal-Oriented Evaluation Model: This model focuses on determining measurable goals and includes stages such as goal identification, indicator formulation, instrument development, program implementation, data collection, and decision-making.
- e) Goal-Free Evaluation Model: This approach emphasizes evaluating the actual impact of the program without being influenced by predefined objectives.
- f) CSE-UCLA Evaluation Model: This model involves five stages: needs analysis, program planning, formative evaluation, and summative evaluation.
- g) CIPP Evaluation Model: This model includes four components—Context, Input, Process, and Product—to provide a comprehensive evaluation structure.

According to Law No. 14 of 2005 concerning Teachers and Lecturers, Article 10, paragraph (1), teacher competencies consist of pedagogical competence, personal competence, social competence, and professional competence. Meutia et al. (2023) emphasize that pedagogical competence is a distinguishing feature of teachers compared to other professions. It refers to a teacher's ability to manage the learning process, which

ultimately determines the success of both the learning process and outcomes.

According to Ridjin in Salamah (2019), improving teachers' pedagogical competence can be pursued through self-learning, workshops, training, mentoring, and advanced education programs. In-House Training serves as an accessible and strategic method for schools to develop their human resources—teachers. Ayuningtyas (2017) explains that In-House Training is a school-based program conducted at the school or another suitable venue using tools and materials relevant to the challenges faced by the teachers.

II. METHODS

This study employed a descriptive-evaluative approach using qualitative methods. Descriptive research aims to provide a systematic, factual, and accurate depiction of the phenomena being studied (Sugiyono, 2017). Evaluative research seeks to systematically collect and analyze data to determine the value or merit of an object being evaluated, ultimately leading to recommendations (Arikunto, 2014). The evaluation model used in this study was Kirkpatrick's Four-Level Evaluation Model, which consists of four levels: reaction, learning, behavior, and results.

The research was conducted at Junior High School 39 Bandung, with participants including the school principal and teachers of Junior High School 39 Bandung. Data collection was carried out through interviews to obtain in-depth information from informants and to capture direct insights through face-to-face interactions. The interview technique used was the Open-Ended Interview, meaning that interview questions could be modified during the process according to the needs and situational context (Mulyana, 2017).

The data collected were analyzed using NVivo software. The selection of this software facilitated effective and efficient coding and allowed the researcher to present the results through various forms of data visualization.

The data analysis process in this study involved three stages of coding: open coding, axial coding, and selective coding. These steps were taken to systematically identify, connect, and interpret categories emerging from the qualitative data to assess the degree of trustworthiness or validity of the data obtained, the study employed

III. RESULTS & DISCUSSION

Results

In-House Training (IHT) program is a regularly scheduled agenda at Junior High School 39 Bandung, conducted at least once a year. This program serves as an effort to enhance the competencies of teachers and education personnel through training sessions held at the school, with resource persons invited either from within the school environment or from external institutions.

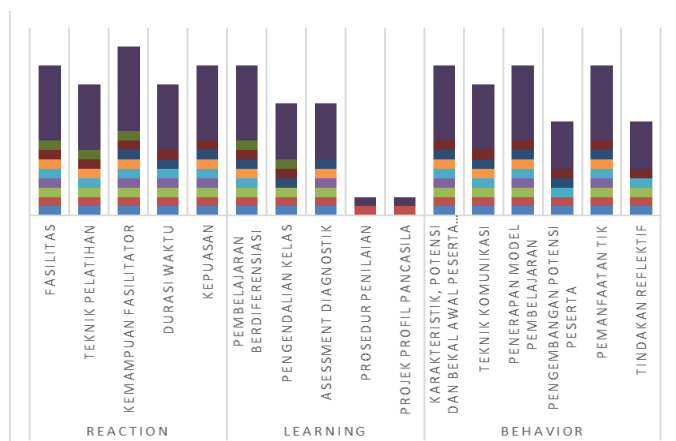
During the planning phase, the school or the IHT organizing committee conducts preliminary assessments by engaging in discussions with teachers to identify their current needs. In addition to these consultations, the school also refers to the Education Report (Raport Pendidikan), particularly focusing on areas that score relatively lower compared to other components.

Another key aspect of the planning stage involves the selection of appropriate resource persons. This selection is based on the background and expertise of the candidates and is aligned with the predetermined training topics. The resource persons for the IHT may come from the following categories:

- fellow teachers with relevant expertise, either from within the school or from other schools;
- representatives from the local education office;
- school supervisors.

Based on the information obtained from informants, the school's assessment during the planning stage revealed that teachers faced significant challenges in implementing the Merdeka Curriculum. This was primarily due to the novelty of the curriculum and the resulting confusion regarding its classroom application. Therefore, the focus of the In-House Training program at Junior High School 39 Bandung was directed toward enhancing teachers' competencies in the implementation of the Merdeka Curriculum.

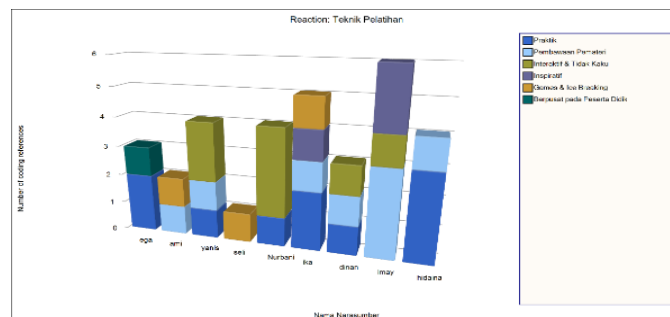
Figure 1. Kirkpatrick IHT in Junior High School 39 Bandung Evaluation Results Graph



Based on Kirkpatrick's Four-Level Evaluation Model, this study measured the first three levels—reaction, learning, and behavior—from the perspective of the In-House Training (IHT) participants. Meanwhile, the fourth level—result—was assessed from the viewpoint of the school principal, who serves as the educational manager within the school. The principal conducts regular evaluations and is well-positioned to observe and assess the changes that have occurred among the teachers throughout the academic year.

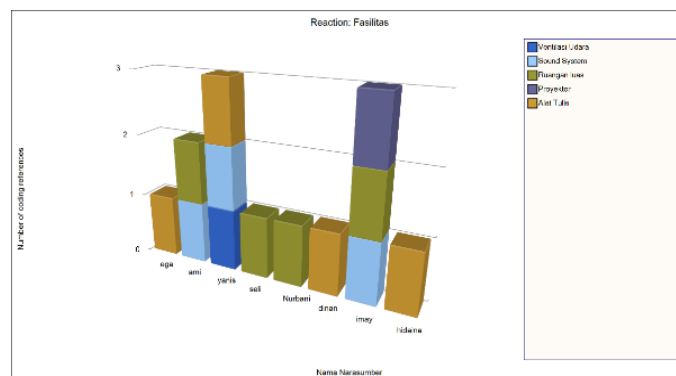
Level I: Evaluating Reaction

Figure 2. Informant Evaluating Reaction Graph: Training Techniques



From the data visualization, it was revealed that training participants were more engaged with a training design that actively involved them in physical movement. The facilitator's ability to deliver the material with a strong and enthusiastic presence—interspersed with games, ice-breaking activities, and the ability to foster active discussions among participants—contributed to maintaining their interest and preventing boredom during the session.

Figure 3. Informant Evaluating Reaction Graph: Facilities



In terms of facilities, the informants stated that the amenities provided were generally adequate. This was evident from the availability of instructional equipment such as projectors, extension cables, speakers, and microphones; materials for task support including flip chart paper, markers, and pens; as well as the overall attention given to participants' comfort during the training. Adequate air circulation, lighting, and the provision of fans were arranged to ensure the environment remained cool and well-ventilated. However, since Junior High School 39 Bandung does not yet have a dedicated auditorium and instead uses limited classroom spaces, participants experienced some difficulties in movement, particularly during practice sessions or assignments that required more spacious physical activity.

In addition, regarding the allocation of time, the training was conducted over three days with a daily duration of seven hours. This schedule was aligned with participants' regular

working hours, and thus was perceived as sufficiently proportional in terms of time distribution.

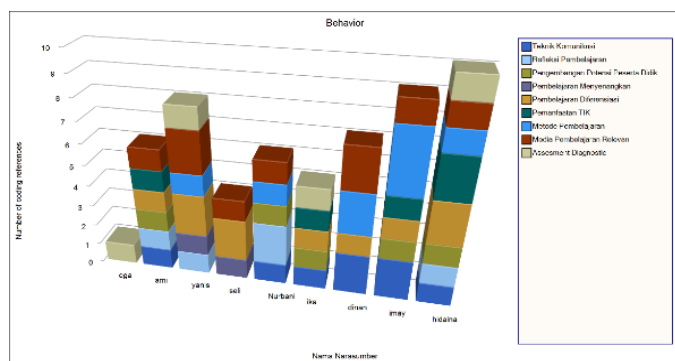
Level II: Evaluating Learning

Following the IHT program, teachers were able to identify appropriate learning models and differentiated methods aligned with the Merdeka Curriculum. They also gained a better understanding of the curriculum's student-centered philosophy. It can therefore be concluded that one of the objectives of the IHT program—namely, to enhance teachers' understanding of the Merdeka Curriculum—was successfully achieved.

Based on the analysis, the training resulted in noticeable changes in participants. This was reflected in their testimonies, which indicated increased knowledge regarding the Merdeka Curriculum, appropriate implementation methods, assessment procedures, and the application of the Pancasila Student Profile projects.

Level III: Evaluating Behavior

Figure 4. Informant Evaluating Behavior Graph



From the data visualization, it can be observed that the majority of informants reported having attempted to apply the knowledge gained from the IHT activities, particularly in relation to instructional methods. However, in practice, several challenges were encountered by teachers in the classroom. One key issue was the variation in individual teacher capacities, which posed difficulties in implementing teaching methods aligned with the Merdeka Curriculum. As a result, teachers required additional time to adjust and adapt their instructional strategies. Furthermore, the diverse characteristics of students led to learning outcomes that did not always meet expectations, thereby necessitating further alignment between students' needs and the instructional methods promoted in the Merdeka Curriculum.

Level IV: Evaluating Result

To assess the overall success of the program, the school implemented a Follow-Up Action Plan (Rencana Tindak Lanjut or RTL), in which teachers were tasked with preparing lesson plans or teaching modules after completing the training. The school principal also evaluated the impact of the program on

teachers through regular staff meetings and end-of-year supervisory assessments.

According to the principal of Junior High School 39 Bandung, following the IHT program, teachers' understanding of the Merdeka Curriculum improved significantly. From the preparation of teaching modules to the implementation of diagnostic assessments and differentiated instruction, the principal noted that these aspects had been carried out effectively. There has been a marked improvement in teachers' pedagogical competencies in classroom instruction, as well as in their overall performance in managing school administrative tasks.

Discussions

Table 2 illustrates that, based on an analysis of pertinent literature, the challenges and strategies associated with the implementation of digital leadership in educational settings vary considerably. Given the differing research objectives of the various articles, the identified challenges and strategies also vary. However, there are instances where articles address similar challenges and strategies, as well as instances where articles discuss strategies that are similar to those discussed in other articles.

In measuring the success of a training program, one of the critical factors to consider is participant satisfaction. This is essential, as high-quality service delivery can foster trust and build a positive perception regarding the value of the training in achieving participant satisfaction (Santi & Huda, 2016).

Yetti Nurhayati (2018) explains that there are two types of instruments to measure participants' reaction and satisfaction in training: satisfaction toward the overall organization of the training and satisfaction toward the facilitators or trainers. Previous findings revealed that participants perceived the IHT activity as enjoyable due to the competence of the facilitators. Catalanello & Kirkpatrick, as cited in Darodjat and Wahyudhiana (2015), state that training programs are considered effective when the training process is enjoyable, as it enhances participant engagement and motivation to learn and practice. The feeling of enjoyment can be assessed through various indicators, such as: the speaker's clear and strong voice, which prevents boredom, the use of direct teaching techniques such as practical demonstrations that help participants understand how to apply the material, the facilitator's ability to create an engaging training atmosphere and encourage participant activity, the inclusion of games and/or ice-breaking activities.

Rina Yusnarita (2020) emphasizes that facilitators should avoid using one-way lecture methods in delivering material. This aligns with the chosen training technique—demonstration or simulation methods—where participants observe how something is done through examples or simulated real-life scenarios. Another factor influencing the training's

implementation is the adequacy of facilities. Based on prior findings, participants felt that the facilities provided were generally sufficient to support the training. However, since the school utilized standard classrooms rather than a dedicated training hall, participant movement during the sessions was somewhat restricted. The training schedule was determined using the Work-Hour Constraint approach, aligning the session duration with regular working hours, which made the participants feel that the training time was manageable and reasonable. In conclusion, based on several evaluation aspects of participant reactions, it can be deduced that participants were satisfied with the implementation of the In-House Training (IHT) program.

As cited by Yunisa and Ahmad (2019), learning is a process that results in behavioral change, improved knowledge, and enhanced skills after training. Widoyoko, as cited by Yunisa and Ahman (2019), adds that participants are considered to have learned if they show increased knowledge. Through the IHT program, teachers at Junior High School 39 Bandung developed a deeper understanding of differentiated instruction and applicable learning methods within the Merdeka Curriculum. This contributed to improved pedagogical competence, particularly in curriculum development, identifying student characteristics, and assessing students' prior knowledge relevant to their subjects.

Through the Follow-Up Action Plan (RTL), teachers began to implement the acquired knowledge by designing lesson plans, applying educational learning theories and principles, and integrating information and communication technologies—thus making the learning experience more engaging and aligned with student characteristics. However, implementing change requires time, habit formation, and conditioning. While some teachers have applied the training content in their classrooms, others have not yet fully integrated the concepts due to varying individual capabilities. Consequently, more time is needed for some teachers to adapt their teaching approaches according to the concepts gained from the IHT.

The primary goal of any training is to yield improved outcomes or benefits that contribute to achieving organizational objectives such as enhanced quality and productivity. According to Anas Tamsuri (2022), the expected outcomes in this evaluation stage include increased employee discipline, improved task efficiency, enhanced quality and output, reduced turnover, and greater overall organizational performance.

From the perspective of results and impact, the implementation of the IHT program has led to improved teacher performance in pedagogical competencies such as lesson planning, differentiated instruction, and a faster understanding of the Merdeka Curriculum. These improvements have positively affected student learning outcomes.

IV. CONCLUSION

Participants' reactions toward the implementation and services provided during the In-House Training (IHT) program indicated a high level of satisfaction. They expressed contentment with the training techniques used, as these approaches facilitated a better understanding of the material presented.

Based on the explanation above, there was a noticeable improvement in participants' comprehension of the content delivered throughout the IHT program. Initially, many participants experienced difficulties and lacked sufficient understanding regarding the implementation of the Merdeka Curriculum. However, after completing the training, participants reported a more comprehensive understanding of the curriculum. This included differentiated learning, diagnostic assessments, and relevant instructional methods.

Significant behavioral changes were observed in participants' classroom practices following the training. This was supported by the school principal, who noted that teachers demonstrated improved implementation of the Merdeka Curriculum in their daily teaching activities.

The enhancement of teachers' classroom instructional abilities indicates an overall improvement in their pedagogical competence as a result of the IHT program. Consequently, this positively impacted the quality of teaching and the learning outcomes of students.

REFERENCES

- [1] Decree of the Minister of National Education of the Republic of Indonesia Number 045/U/2002 concerning the Core Curriculum of Higher Education.
- [2] Regulation of the Minister of National Education of the Republic of Indonesia No. 16 of 2007 concerning Standards for Academic Qualifications and Teacher Competence.
- [3] Law No. 14 of 2005 concerning Teachers and Lecturers.
- [4] Ananda, Rusyid, Tien R. (2017). Introduction to Educational Program Evaluation. Medan: Perdana Publishing.
- [5] Arikunto, S. (2014). Research Methods: Qualitative, Quantitative, and Mixed Methods. Bandung: Alfabeta.
- [6] Creswell, J.W. (2014). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Yogyakarta: Pustaka Belajar.
- [7] Fikri, Miftahul, Neni Hastuti, Sri Wahyuningsih. (2019). Implementation of Educational Program Evaluation. Jakarta: nulisbuku.com.
- [8] Musfah, Jejen. (2015). Improving Teacher Competence through Training and Learning Resources: Theory and Practice. Jakarta: Prenadamedia.
- [9] Mulyasa. (2016). Becoming a Professional Teacher. Bandung: Remaja Rosdakarya.

- [10] Neolaka, Amos. (2014). *Research Methods and Statistics*. Bandung: PT Remaja Rosdakarya.
- [11] Prihatin, Eka. (2011). *Student Management*. Bandung: Alfabeta.
- [12] Sugiyono. (2014). *Quantitative, Qualitative, and R&D Research Methods*. Bandung: Alfabeta.
- [13] Suyanto, Asep Jihad. (2014). *Becoming a Professional Teacher: Strategies to Improve Teacher Qualifications and Quality in the Global Era*. Jakarta: Esensi.
- [14] Widoyoko, Eko Putro. (2013). *Evaluation of Learning Programs*. Yogyakarta: Pustaka Pelajar.
- [15] Wirawan. (2012). *Human Resource Performance Evaluation*. Jakarta: Salemba Empat.
- [16] Yusuf, A. Muri. (2017). *Educational Assessment and Evaluation: Pillars for Information Provision and Quality Control Activities in Education*. Jakarta: Kencana.
- [17] Baharudin. (2017). Developing Teacher Professionalism through In-House Training. *El-Idare Journal*, 3(2).
- [18] Darodjat, Wahyudhiana M. (2015). Educational Program Evaluation Model. *Islamadina*, 14(1), 1–28.
- [19] Yusnarita, Rina. (2020). *Kirkpatrick Evaluation Model for Functional Training of Prospective Madrasah Principals at the Center for Technical Education and Religious Training*. Jakarta: Syarif Hidayatullah State Islamic University.
- [20] Nurhayati, Yetti. (2018). Application of the Kirkpatrick Model to Evaluate Technical Substantive Training Programs on Lesson Planning Materials in the Riau Islands Province Work Area. *Andragogi: Journal of Technical Training*, 4(2), 170–187.
- [21] Faizin, Afif, Hesti Kusumaningrum. (2023). A Review of Program Evaluation Models for Online Education and Training. *EduManajerial: Journal of Educational Management*, 1(1), 42–54.
- [22] Tamsuri, Anad. (2022). Literature Review on the Use of the Kirkpatrick Method for Training Evaluation in Indonesia. *Journal of Research Innovation*, 2(8), 2722–9467.
- [23] Wati, Indah, Insana Kamila. (2019). The Importance of Professional Teachers in Educating Millennial Students to Face the Industrial Revolution 4.0.