Teacher Management Development: A Multi-site Study at SMK Negeri 2 and SMK Negeri 4 Banjarmasin

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ABSTRACT: The role of the teacher in developing students' skills in accordance with the requirements of the industrial revolution era 4.0 and the era of society 5.0 is to construct and develop learning experiences for students and encourage them to have higher-order thinking skills and be more creative. Teachers who are professional and receptive to technology and attempts to prepare vocational graduates who are competent for changes in the revolutionary era and who also meet the needs of the commercial and industrial communities. Thus, this present research focused on (1) teacher development management which includes school program planning on teacher competence, implementation of development activities, and evaluation of development activities and programs and (2) the determinants of success and obstacles in realizing the goals of teacher development management. This study used a qualitative approach using interview, observation, and documentation techniques. The data was collected through various techniques such as data reduction, data presentation, and data verification. Checking the validity of the data was done by using credibility, transferability, dependability and confirmability. Then, the data were analyzed by single case analysis and cross-site analysis. The results of the research showed that teacher development planning at SMK Negeri 2 Banjarmasin involves formulating objectives, organizing meeting activities, preparing upskilling and reskilling programs. Implementation incorporating both on-the-job and off-the-job training activities. Evaluate teacher development by assessing its methods, impacts, and programs. The challenges faced by SMK Negeri 2 Banjarmasin include discipline, teacher indifference, and a large number of instructors who do not participate in on-the-job training activities. Exemplary performance, motivation, reward and punishment are the success factors. Technology-based infrastructure availability. At SMK Negeri 4 Banjarmasin with planning, namely objective formulation, requirements analysis, team development, and data collection. Activities associated with qualification, training, and learning development program implementation. Evaluation consists of response/reaction, outcomes, and learning. There was no validation of the assessment of the teacher's grasp of the development program, which posed a challenge. Existence of government support and school policies to optimize development program activities is a success factor.

KEYWORDS: Management development, teachers

INTRODUCTION

Entering the era of globalization, which is characterized by advancements in all aspects of human existence, requires individuals to be fully competitive in order to take advantage of the chances in their environment. Therefore, they will be able to endure and adapt to an increasingly modern era's development. This period's transition is known as the era of the industrial revolution 4.0 and the era of society 5.0, both of which are characterized by technological complexity and advancement, particularly in the dissemination and exchange of information. The impact described is the magnitude of technology's effect on human lives.

Digitalization, optimization and customization of production, automation and adaptation, interaction between humans and machines, value added services and business, automatic data exchange and communication, and the use of information technology are characteristics of the era of industrial revolution 4.0 and the era of society 5.0 (Raharja, 2019). Nanotechnology and all internet-connected objects are undergoing a transformation that is revolutionary. Everything becomes more visible as a result of the revolution, and the distinction between one product or service and another will be evident, and only the best will remain (Aslamiah, 2019). The era of technological disruption has altered the social structure. In this period of change, society as a resource must be prepared accordingly. As a dynamic resource in the era of industrial revolution 4.0 and the era of society 5.0, a pattern for developing robust human resources is necessary.

Education necessitates qualified human resources as assets for preparing the millennial generation to face problems and challenges. Through the development process, competent human resources are obtained. Human resources are essential to the process of educational progress (Rezky, Sutarto, Prihatin, Yulianto, & Haidar, 2019). Parwati & Pramartha (2021) also described education in Indonesia through the use of information and communication technology as increasingly sophisticated learning facilities. By

integrating information and communication technology, it is hoped that the focus of learning will shift from the teacher to the student.

Starting from the preparation of future society, teachers are needed as human resource developers. Sidik (2016) described efforts to improve teacher quality as an effort to realize the birth of a golden, quality generation. The teacher must have four competencies in order to develop the potential of students. Other efforts the teacher must also be able to integrate the three intelligences namely, intellectual, emotional, and spiritual. Thus, what is the ideal of the nation, namely educating the nation's life can be realized, and in the future Indonesia will have quality human resources who have global competitiveness, who can bring positive progress, and be able to make the Indonesian nation a role model and center of world knowledge. Umro (2020) explained that teachers have the ability to overcome the problems of changing society 5.0, namely: 1) The ability to solve a problem by using certain strategies, methods or techniques to deal with new situations; 2) Ability to think critically to adapt in the future, namely analytical, critical, and creative (HOTS: Higher Order Thinking Skills); and 3) The ability to be creative so that they think independently, have imagination, are able to make decisions so they will have confidence and they are not easily effectd by other people.

Given the significance and complexity of constructing education, it is crucial to make efforts to strengthen teachers' professionalism. The presence of teachers as teachers requires the development of skills through training, practice, and adequate education. Teacher development programs play a relatively significant role in enhancing the quality and professionalism of teachers. Professional and qualified teachers can help to the growth of educational institutions. This pattern is implemented in vocational high schools whose mission is to shape future generations. The education program at Vocational High Schools attempts to link educational outcomes with industry demands, developing human resources who are future-ready, digitally literate, and also required by industry. Digital skills that must be prepared for SMK graduates to meet this era of change might be a problem, particularly in terms of understanding technology, which is the key to deciding competitiveness in the industrial revolution era. 4.0. Vocational High Schools (Sekolah Menengah Kejuruan or SMK) are the front line in welcoming the industrial revolution period that we are currently experiencing.

Based on the results of the researchers' observations, it was determined that not all SMKs prepared teachers who were professional and responsive to technology and efforts to prepare SMK graduates who were competent for developments in the revolutionary era as well as responded to the desires of the business world and the industrial sector. Appreciate teachers for the opportunity to participate in domestic and international education and training activities as a form of teacher achievement. On the basis of field observations, it is known that SMK Negeri 2 and SMK Negeri 4 Banjarmasin have implemented a solid and well-planned teacher HR development program for the short and long term in order to prepare professional teachers who are able to keep abreast of scientific and technological developments (Science and Technology). Both schools engage in teacher development, with one additionally enhancing teacher competency. The school undergoes a planning procedure based on vocational high school requirements in an effort to provide quality education. The applied management pattern attempts to establish a school system that is fully integrated and sustainable in every respect.

The pattern of development activities designed to enhance the quality of instructors through competency, particularly for effective teachers. According to the school's authority in preparing technology-savvy instructors and adapting to the changing demands of the business and industrial world, development efforts are conducted. The school principal delivers activities with educational aims connected to enhancing teacher professional competence, fostering self-improvement, and providing teacher-specific educational training. It is envisaged that all instructors will benefit from the school's teacher resource development program, which has been introduced. However, not all teachers improve themselves or achieve self-actualization, as some are unable to do so due to their advanced age and inability to adapt to changes in learning technologies.

This study's objectives were to describe and analyze in depth about: 1) teacher development management, which includes: (a) school program planning on teacher competency, (b) implementation of development activities, and (c) evaluation of development activities and programs planned; and 2) critical success factors and barriers that effect the success of achieving teacher development management goals.

METHOD

The locations in this study were at SMK Negeri 2 Banjarmasin and SMK Negeri 4 Banjarmasin. The data in this study were sourced from the informants. They were school principals, deputy principals, program heads, teacher boards, heads of administrative sub-divisions and selected teachers. The data collection was carried out using several techniques, namely: 1) interviewing data subjects in research locations; 2) Observation of Participants in the implementation of human resource development management activities at research locations; 3) documentation includes: historical record of establishment and development; school profile; relevant photos; texts or recordings of officials' speeches related to education; decrees and certificates of appreciation which become school documents; maps of education at the district, sub-district levels; case notes; achievement book; list of teachers and staff; and so on that are considered to be related. The data analysis techniques in this study were divided into two, namely on-site data analysis and off-site data analysis. In-site data analysis with stages is namely: data reduction; data presentation; data display and conclusion drawing. Cross-site data analysis as a process of comparing and integrating the findings obtained which were arranged based on

themes, analyzed conceptually inductively and made narrative explanations which were arranged into certain propositions which are then developed into substantive theories and converted into propositions.

RESEARCH RESULTS

The first focus of this study is about teacher development management. The data on the first site of this study showed that in SMK Negeri 2 Banjarmasin planning with development planning activities namely with the school making the formulation of goals which are divided into long-term and short-term goals. Planning activities are prepared in an internal meeting by the school principal, deputy and program head. The results of this internal meeting are communicated in an external meeting so that the delivery can form the commitment of teachers and schools in teacher development activities. The next activity is the preparation of the development program which is the preparation of determining the needs of development activities, setting the goals of the program that is compiled and followed, setting targets, namely the teacher who will follow them. This development program activity is directed at upskilling and reskilling vocational school teachers in an effort to improve the quality of education in vocational schools. Then, in relation to the implementation of the development program. This activity was carried out based on on the job training and off the job training. This implementation activity was carried out within the scope of the school, regional and national. Many seminar activities were carried out online, and workshop activities were also carried out in combination with online and offline as well as coaching activities developed in schools and outside schools.

Meanwhile, in the evaluation consisting of the process to find out improvements and changes to development goals. It aims to evaluate the impact of activities, namely by carrying out assessments through supervision so that changes occur at school. The evaluation of the development program was based on the school's assessment of the program in improving school quality and development program activities through coaching. The last one about obstacles faced were that most teachers were apathetic in self-development, teacher discipline, lack of opportunity to attend assessor training. Also, most teachers had not attended on the job training. Efforts to overcome as a factor of school success, namely the school already has technology-based infrastructure facilities. Overcoming teacher discipline, namely by providing exemplary and providing rewards and providing motivation. Regarding punishment, the school strictly provides efforts to discipline teachers by giving educational punishments.

2) critical success factors and barriers that effect the success of achieving teacher development management goals.

The second site of this study was at SMK Negeri 4 Banjarmasin. The data showed that planning consists of formulating goals and analyzing needs with regard to career development as well as increasing teacher competence and potential. The school principal forms a team consisting of a management team and an administrative team. The next activity was the team with the school principal gathered information regarding development activities outside the school. Then, the school delegates activities within the school were done by designing a development program and validating the development program and forming a committee. The implementation was done with qualification program activities, training programs with identification of problems faced by teachers and follow-up of training activities, learning development programs following program activities symposiums, and seminars that provide opportunities for teachers to be able to gain knowledge and add insight. The development program strives for schools to keep up with technological advances, world business industry integrated vocational programs and schools to improve school quality. Then, the researchers did evaluation through teacher satisfaction both response and reaction to the development activities. Evaluation of the response or reaction of satisfaction aims to establish the reaction, the attitude of the teacher after attending the training and the relevance to his career, competencies and qualities. The second evaluation was learning evaluation where training activities have implications for learning activities, learning media and curriculum. The next is the evaluation of results including the results of development activities towards increasing competency and evaluation of learning outcomes in terms of the application of learning and teacher quality. Evaluation of the results in the achievement of increasing teacher competence as well as evaluating the quality of schools can be seen from the increase in public confidence in student education, the achievements of schools, the increase in the number of students, student input and teacher achievements that result in school quality.

The last is supporting factors, namely government support in accordance with school policies in improving teacher professionalism. This support dimension is needed in the needs of teachers. With the provision of development through training can encourage and improve teacher professionalism.

An explanation of the findings of the cross-site analysis on teacher development management can be seen in the following research findings:

a. Teacher Development Planning

Planning at both sites was expected to have implications for increasing competency and also good positions as subject teachers in each department and other functional positions. Analysis of the needs of development activities was required as a determination in the planning meeting. Activities in planning were formulated based on the goals and objectives to be designed.

b. Implementation of Teacher Development

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It is seen from the situation on both sites, the teacher after participating in this development activity can master scientific material (knowledge), skills, problem solving and creativity both developing material and innovation from the subjects being taught. Teachers can also improve self-development, use of information and communication technology and career advancement.

c.   Teacher Development Evaluation

The evaluation at both sites showed that the evaluation aims to be able to improve management, the desired goals and the impact on the quality of learning objectives as expected. Also, it evaluated the program that has been running as expected and has provided useful results for further development programs.

d.   Factors Influencing Teacher Development

Both sites showed that the obstacles faced by schools are attempted to be overcome by the strength of the school. The obstacle faced by the school was in the form of the teacher's personal desire to be able to show enthusiasm in developing himself/ herself. The principal's leadership showed an effort to overcome by optimizing school infrastructure. Schools support teacher development so that teachers can improve competence, as well as opportunities to gain insight and promotion.

DISCUSSION

A.   Teacher Development Management

The core of teacher development management is "professional growth," which provides coaching and skill enhancement and is supported by the school's efforts to enhance the quality of education through teacher development. Through teacher development management, a professional assistance system will be established that strives to enhance teacher professional abilities, particularly in terms of enhancing teacher competence, potential, and career advancement.

Educator Development is an activity conducted by teachers in the context of practicing science and knowledge, technology and skills in order to improve the quality of the teaching and learning process and the professionalism of teaching staff, as well as to produce something that is beneficial to education and culture (Trianto, 2012).

Activities in the context of applying and developing science, technology, arts, and skills to improve the quality of the learning process in order to produce something that is beneficial to education in general and the school environment in particular constitute teacher resource development management. The objective of teacher professional development activities is to enhance the quality of teachers so that they are better equipped to perform tasks in the field of professional development (Rohman & Amri, 2014).

Learning so as to develop something beneficial for education and the school environment. The objective of teacher professional development activities is to enhance teacher quality so that teachers are better equipped to perform their responsibilities in the field of professional development.

Preparing teachers to cultivate competitive intelligence in pupils who are prepared for global competition. So that schools devote their entire efforts to playing the role of their institutions in order to produce competitive human resources for the coming period. As their main goal, schools innovate through the education and training system to meet the demands of change that can improve and grow teachers.

1.   Planning

Through a series of procedures, qualified teacher resources are developed; therefore, a development program in the form of education and training was required to prepare and develop teacher quality in accordance with societal transformation, teacher competency, and school quality. Mulyasa (2017) stated that teaching personnel is an active resource, whereas other aspects are passive elements that are susceptible to human innovation. Therefore, it is anticipated that the management of quality instructors will be able to maximize their potentials in order to promote the construction of quality education.

Implications of teacher development in educational institutions as an initiative to enhance the quality of education through school-designed programs. The function of the teacher's talents and function in enhancing the quality of learning as a teacher.

The management process that determines the migration of human resources from their existing position to the anticipated future position. From this perspective, human resource planning is viewed as a linear process that uses short-term data and processes as a guide for future planning (long-term) (Notoatmojo, 2015). Aspects of planning include: what to do, who to do it, when to do it, where to do it, how to do it, and what is required to ideally achieve the goal. Both sites are in the planning phase, as criteria must be developed and applied so that the institution's objectives can be attained successfully and efficiently.

On sites 1 and 2, the development goals were formulated so that development activity programs can be directed and on target. The purpose of this development is in accordance with Martuningrum (2017) which explained the purpose of developing teaching staff, namely:

a.   Eliminate the performance gaps of teaching and educational staff because they do not serve as expected.

b.   Improving the ability of the workforce to be flexible and able to adapt to new technological developments faced by schools.

c.   Increasing the commitment of teachers and education to schools

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There are several human resource development objectives described by Damanik et al (2020), namely: (1) increasing competence conceptually and technically; (2) increasing work productivity; (3) increasing efficiency and effectiveness; (4) improving working status and career; (5) improving services to clients; (6) improving moral-ethical; and (7) improving welfare.

Good planning is planning that includes: 1) made by people who understand and know correctly about organizational goals, 2) made by people who properly understand good planning techniques, 3) cannot be separated from the executor's thoughts, 4) must be accompanied by a details, 5) flexible and flexible, 6) simple, 7) plans for taking risks, 8) practical, and 9) plans are forecasts that are close to certainty (forecasting) (Suriansyah & Aslamiah, 2015).

The findings on site 2 regarding the planning flow was done by determining and identifying teacher needs. It determines the priority of teacher needs in their competence. In other words, schools can determine the right position or career based on their potential; therefore, the needs of teachers in the curriculum, information and technology training, media and learning models are known. Planning an analysis of teacher needs is as part of the education system in schools in a holistic manner. The existence of this development needs analysis plays an important role so that there are no gaps and the improvement of school quality. he strengths and weaknesses of teachers as well as determining the assignment of positions and increasing career paths can be identified through an analysis of teacher development needs.

The findings at site 2 in planning activities with the initial step with teacher development needs analysis planning activities. It is in line with Yuniarti's findings (2022) regarding the analysis of the needs of teacher professional development programs by self-assessment through statements of the strengths and weaknesses of the teacher. Another study by Andriani, Chaeruman, & Mulyadi (2019) regarding the activities of the Center for Development and Empowerment of Business and Tourism teachers and Education Personnel (PPPPTK) in training plans is by conducting contextual analysis with on the job training and in combination with off the job training as a reference in the implementation of training in the unit of competency monitoring work activities.

At site 2, it is shown that planning activities after the formulation of goals are determined again with a needs analysis. The need for development programs for productive and adaptive teachers. This finding is in line with the research results of Cahya et al (2021) that Happy Kue Lompong UMKM analyzes training needs and human resource development with the aim of reviewing the work and tasks that have been carried out and diagnosing needs that focus on improving the abilities, skills and knowledge of individual employees. Another research by Qamariyah & Nurhadi (2021) regarding the analysis of the training needs of PAI (Pendidikan Agama Islam) teachers is to ensure the knowledge and skills needed by teachers to overcome gaps or differences that are resolved through training in accordance with the characteristics and abilities of teachers and schools to organize training.

Then, after analyzing the needs of appropriate development programs for personal teachers, the next activity is that the school principal forms an administrative team and a management team. This finding is in line with the results of research by Suhardi & Muslim (2018) with efforts to improve the quality of education at the high school level starting with preparing quality work teams such as forming the school council, school stakeholders.

2. Implementation

One of the most fundamental management-related functions is implementation (actuating). It is due to the pursuit of various types of action that all group members, from the highest to the lowest level, strive to achieve organizational goals according to the plans that were originally established, in the most effective and accurate manner (Syafiie, 2019). The implementation of teacher development in managing the implementation of its activities must be geared toward the efficiency of all parts of the school's growth and development. According to Kompri (2017), the following strategies can be implemented to realize the objectives of developing teaching staff: 1) Conducting internal workshops or training in schools; 2) Sending cooperation with the MGMP (Subject Teacher Consultation); 3) Conducting cooperation with LPMP (Educational Quality Assurance Institution); 4) Conducting in-house training; 5) Carrying out cooperation with other institutions or agencies, especially in improving teachers in the field of Information and Communication Technology/ICT (Information and Communication Technologies) ; 6) Carrying out internships and visits to other schools; and 7) Carrying out cooperation with LPTI and universities.

The implementation of teacher development, including coaching, is an activity carried out for the benefit of teachers in schools, so that they perform their tasks and responsibilities more effectively and professionally. The purpose of implementing teacher development is to produce competent and professional instructors of high quality. Consequently, this development effort must be maintained, even at the two schools evaluating this implementation activity, in order to preserve quality throughout time. Implementation of teacher management development through the training model in an effort to achieve management goals. Training activities also aim to improve mastery of teaching methodologies, boost teacher skills, and prepare teachers to obtain new assignments, positions in the future. If the design of the training model is applied correctly and via the correct stages, it has the potential to be utilized efficiently and can enhance the quality of teachers.

The findings on both sites explain how the development activities of a professional development strategy, according to Mudlofir (2012), can be carried out through the implementation of tasks which are competency development essentially an effort to integrate professional potential with the implementation of their main tasks. Directly or indirectly, the duties assigned to instructors are efforts to enhance their skills. This method is less formal and relates to the execution of daily chores. Through the following activities: 1) Group work to foster mutual respect and social understanding; 2) Group discussions to exchange ideas and discuss common

problems; and 3) Execution of assigned tasks and responsibilities to improve skills and self-confidence, this method is very effective in a variety of situations.

This lesson's adoption of technology-based training activities aligns with the findings of study undertaken by Yusron, Wijayanti, and Novitasari (2020), who provided elementary school teachers in Bangkalan with training while doing research. Training activities included in-person instruction, mentoring, and the completion of responder surveys. Ninety five percent of training participants were able to independently develop Google forms for educational purposes, representing the maximum result of training activities. Another study by Sibero, Manurung, and Sitanggang (2020) described training research conducted by lecturers of the Information Systems study program at the Faculty of Science, Technology, and Information at Sari Mutiara Indonesia University, Medan, for teachers at SMK Negeri 11 Medan. The study's findings indicated that, after receiving this training, teachers are capable and knowledgeable about utilizing Google Classroom to enhance student learning and assessment evaluation. In addition, teachers have teaching materials properly archived in Google Classroom, which can be examined regularly to improve and optimize student learning.

The implementation conforms to the findings of Setiawan's (2018) study on Internet of Things training for classroom instruction for Madrasah Darussalam's instructors. The contents of the training exercises include the IoT idea, searching for teaching materials, collecting teaching materials, creating teaching materials, storing teaching materials, and sharing teaching materials. The study's findings indicate that with this training, educators can create engaging instructional materials by utilizing multimedia resources, hence enhancing an interactive learning environment. Another study by Herawati et al involving training activities in creating learning films with the Bandicam application for instructors at SDN 1 Ubung. The study's findings indicate that educators can implement engaging educational activities.

The findings on both sites involved training exercises that emphasized innovation in both strategy and learning medium, as well as the use of technology, as well as becoming an inspiring educator. Training is to impart the discipline, entrepreneurship, leadership, accountability, innovative, creative, and good communication skills, tolerance, and future-requisite values in both individuals and students.

In the education sector of Indonesia, the competence of teachers is the primary issue that must be balanced with technology advancements to coincide with the fourth industrial revolution. As required by the current 2013 curriculum, there have been numerous shifts in the paradigm of the learning process from teacher-centered learning to student-centered learning, with an emphasis on enhancing the capacity to build computer-based learning media and applications. (Eliza, Asnil, & Husnaini, 2019).

One of the actions for conducting development activities takes place online, making it easier for teachers to engage. Teachers have access to national and extra-urban professional development opportunities. To facilitate access to activities, schools endeavor to provide Internet connectivity. These findings are consistent with Ihsan, Ramadhani, and Matahari's (2019) conclusion that the implementation of training on the use of learning technology by SMK Muhammadiyah's instructors was effective. The use of the zoom meeting application by Kab. Sorong. Training activities, namely by combining traditional learning activities with applications that can present material to each student that is conveniently accessible via E-learning and zoom meetings.

The first site's conclusions addressing the implementation of on-the-job training, whose development program focuses teacher competency, personal potential, and career paths and positions. In accordance with the findings of Nurmaya, Dahniar, and Irsan (2018), on-the-job training activities will consist of sending education or training, attending regular discussion meetings, providing self-learning infrastructure, encouraging the submission of ideas to improve school performance, and supervising by providing performance bonuses.

Many technology-based development activities, including technology-based learning and online learning apps, were studied throughout the execution of development programs at both sites. In accordance with the findings of Qamariyah & Nurhadi (2021), the cognitive and psychomotor domain demands of PAI educators were prioritized during the epidemic. IT knowledge is a prerequisite for online teaching (Information & Technology). IT-related theory must be implemented and utilized by educators.

Research findings on development activities based on training activities, seminars, and workshops. According to the findings of Ramang, Dalle, and Sulaiman (2022), the management of teacher resource development at SMPN 1 Katingan Hilir and SMPN 5 Katingan Hilir is structural and functional in order to satisfy the requirements of more complicated jobs. Schools hold training or seminars that are targeted to the needs of teacher development by bringing in source individuals from universities or affiliated organizations. In contrast, for external training, the principal sends a number of teachers to seminars or workshops relevant to their specialties.

Teachers who participate in MGMP activities carry out activities designed to enhance teacher competency. MGMP is one of the teacher resource development programs for subjects with comparable content. The goals of the MGMP are as follows: 1) to develop teacher abilities and skills in learning; 2) to equalize teacher abilities; 3) to discuss problems faced by teachers; 4) to assist teachers in obtaining information pertinent to the subjects they teach; and 5) to share information and experience to follow and adapt to the development of science and technology. In accordance with the findings of Friansa and Yanto's (2020) study, the following LMS-Schoology training activities for MGMP Mathematics instructors in Musi Rawas Regency were conducted: The adoption of LMS-Schoology increases the use of science and technology in society.

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Implementation of program development activities pertaining to optimizing the use of IT-based technology so that it can be applied to learning. This activity was anticipated to be in accordance with the research findings of Agusta et al. (2022), which indicated that there are a number of strategies in teaching and learning activities that can be carried out by teachers or teachers in the digital era through the development of models, evaluations, and innovations in learning using digital media. With the development of this technology, it is intended that teachers or lecturers and students would be able to engage in teaching and learning activities with greater ease.

3. Evaluation

The primary goal of evaluation is to provide school administrators with information about the developing program. Evaluation also determines the program's sustainability, i.e., whether a program is abandoned, corrected, or maintained as it develops. At this step, the success or failure of the training program is evaluated. Evaluation activities were deemed successful if they result in beneficial improvements, particularly for the training participants following the completion of the training activities. By directly implementing it at their own institutions if the trainees do not change as a result of the instruction, it will be deemed a failure.

The evaluation data at both sites were used to determine the results of a program beyond the planned program objectives. This is evident from the teacher development activities developed for the independent curriculum. In order for the two sites to continue evaluating the amount of teacher growth in implementing this independent curriculum's learning objectives. This result is consistent with Darim's (2020) assertion that evaluations continue to measure the success and failure of training in terms of implementation, rather than focusing on whether training can effectively change behavior and, if there is a change in behavior and an increase, whether it is truly due to training. followed. The evaluation is conducted in stages: (1) monthly evaluation, (2) mid-semester evaluation, and (3) end-of-year review, but there are still gaps in the travels and program execution.

The findings on site 1 about evaluation in teacher development are supervision activities to determine the increase in teacher competence in learning in relation to learning training, the curriculum, and the use of technology in education. In the findings of this supervision activity, evaluation is described as a process evaluation, so that if the teacher has not fully completed the development activities, he or she will still be involved in development activities.

Even though development activities were carried out outside the school, the school would optimize by delegating teachers to participate in these activities if they had positive consequences for schools and were in keeping with the school's vision and mission.

The findings at site 1 are based on an examination of the evaluation findings using the Abruzzese's Evaluation Model; nevertheless, the school did not conduct a structured evaluation of the whole program. The sole purpose of program assessment is to measure the effectiveness of activities. Due to the absence of school-based training, certain activities, such as off-the-job training, have not been utilized properly. This paradigm was created in 1996 by Abruzzese in his book "Nursing staff development; Strategies for success." This paradigm was founded on process evaluation, content evaluation, outcome evaluation, impact evaluation, and program evaluation as a whole.

The purpose of supervision is not to find fault with the teacher; rather, supervision is the process of offering assistance services to instructors in order to increase their competency in learning and the quality of their students' learning outcomes. In line with the findings of Mointi, Masaong, and Marhawati (2021), the results of this study indicate that the madrasa principal's supervision program in curriculum development and learning at MTsN I Gorontalo has been successful, as evidenced by the madrasa head's ability to implement the curriculum, conduct workshop activities for teachers, and facilitate the effectiveness of teacher work teams in order to improve the quality of learning and develop the potential of students.

The findings at site 2 are based on an examination of the evaluation findings using the Kirkpatrick Evaluation Model, often known as the Kirkpatrick Four Levels Evaluation Model created by Donald Kirkpatrick in 1959. Kirkpatrick identifies four stages of evaluation for determining the efficiency of a training program: 1) reaction (reaction); 2) learning (learning); 3) behavior (behavior); and 4) result (result) (result).

The evaluation at site 2 is consistent with the research findings of Damanik et al. (2020), who evaluated the BPSDMP Kominfo Jakarta HR development program. This evaluation is conducted in three stages: evaluating reactions, learning characteristics, and knowledge application.

The findings on site 2 regarding learning evaluation were carried out by teacher evaluations on the curriculum and learning carried out by workshop and evaluation of the effectiveness of training material on increasing competence. These findings are in line with the results of Supriyati & Muqorrobin's research (2021) concerning changes and the need to improve the quality of human resources in the industry 4.0 era, the development of teacher competencies is focused on increasing the ability of teachers to carry out literacy-numeration-based assessments based on needs in assessment abilities and improving output quality student learning outcomes.

Through evaluation conducted at both sites, it is as a means of enhancing the next year's planning for the follow-up program, which would be conducted at both locations. The evaluation of this training activity is consistent with the findings of Akhmadi's research (2020), which indicated that context, input, process, and product were evaluated. This evaluation was conducted following the teacher's participation in distance training activities, with the outcomes of distance training assessment often falling within the moderate group.

B.   Factors Affecting

The development of teaching staff is very important in achieving optimal work results, both on a macro and micro basis. Self-development is an investment. Therefore, the development of teachers must pay attention to factors both within the organization and from outside the organization. These factors are explained in Law Number 14 of 2005 as follows:

1.   Internal factors.

This factor encompasses the complete organizational life that can be carried out, including both organizational leaders and members.
a.Mission and organizational goals that will be attained by the school, requiring adequate administration to fulfill. The school's vision and objectives necessitate the development of the teacher's skills.
b.The strategy for reaching the school's mission goals and objectives may be identical to those of other schools, but the implementation plan may vary. Participation from teachers is required to predict external factors, so that future implications in schools are taken into consideration during preparation.
c.The kind and variety of objectives are essential to teacher development. For instance, teacher development strategies for PAUD teachers will differ from those for SMK or SMA instructors.
d.The type of technology utilized in development implementation. The technology required to enable development operations so that automation is possible was initially created by humans.
2.External Factors
This organization cannot be divorced from the effect of the environment in which it is situated. In order for the organization to fulfill its mission and achieve its objectives, it must consider environmental factor or external factors of the organization:
a.Government policies through law, government rules, and decrees from ministers or government officials must be considered by schools when managing teacher development.
b.The sociocultural community that has an interest in the community and is adaptable to the surrounding culture.
c.The development of science and technology that takes into account schools' ability to select the appropriate technology.

The findings on site 1 showed that the lack of discipline was overcome by the principal providing rewards and punishments to teachers, including by providing exemplary and motivating teachers in order to improve teacher discipline. This finding is in line with the results of Madin's research (2016) conducting teacher discipline coaching at SDN 25 Ketahun, North Bengkulu. Personality coaching provides direction and understanding and motivation to have a solid and stable personality, act according to norms and feel proud as a teacher and set an example, having an acting personality, having a high work ethic, acting and thinking openly, and giving rewards.

Meanwhile, site 2 findings indicated that there is no qualitative and quantitative assessment of the effectiveness of the teacher development program. It is regarding to the government support and school policies to improve teacher professionalism. In line with Rohmah (2016), the importance of the support of school principals or the education office in providing space and time for teachers to carry out continuous professional development activities will make teachers more motivated to improve their professionalism.

CONCLUSION

The researchers concluded that planning at SMK Negeri 2 Banjarmasin was done with the formulation of objectives, preparation of meeting activities, preparation of upskilling and reskilling programs. Meanwhile, at SMK Negeri 4 Banjarmasin, the activities were formulating goals, needs analysis, team building and information gathering. On the implementation of teacher development at SMK Negeri 2 Banjarmasin was done with on the job training and off the job training activities. At SMK Negeri 4 Banjarmasin qualification programs, training programs and learning development programs were done. The second is teacher development evaluation. Evaluation at SMK Negeri 2 Banjarmasin was done with evaluation of processes, impacts and development programs. At SMK Negeri 4 Banjarmasin, evaluation was through responses/reactions, results and learning. In relation to the factor affecting, it concerned on the obstacles faced by SMK Negeri 2 Banjarmasin that are discipline, teacher apathy and many teachers who do not participate in on the job training activities. The success factors are exemplary, motivation, reward and punishment as well as availability of technology-based infrastructure. The last is the obstacle faced by SMK Negeri 4 Banjarmasin is that there is no validation of the teacher's understanding of the development program. The success factor is the existence of government support and school policies to optimize development program activities.

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