

## Teacher Professional Development Management at Vocational High School

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### ABSTRACT

This study aims to describe and analyze: (1) Planning, (2) Organizing, (3) Actuating, (4) Controlling. This type of research is conducted using a qualitative approach with phenomenological theory and data collection techniques used are observation, interviews and documentation. Data analysis uses the Triangulation method. The results of this study explain that: (1) Planning management of teacher professional development planning at State Vocational High School 1 Ratahan can go through several stages, including: preparation of planning designed with reference to the school's education report, preparation of teacher development training programs to participate in training, workshops/seminars, IHT, MGMP, teacher internships, comparative studies in teacher professional development, allocating a special budget for teacher professional development each year, annual work plan preparation techniques to ensure that educational goals can be achieved effectively and efficiently provide quality education and in accordance with expectations; (2) Organizing management of the organization of teacher professional development at State Vocational High School 1 Ratahan by the principal can go through several stages, including: structuring the organizational structure into the school organizational structure, dividing teacher tasks so that they are directed in carrying out tasks, coordinating through teacher council meetings and work teams to support teacher professional development activities; (3) Actuating of teacher professional development at State Vocational High School 1 Ratahan can go through several stages, including: utilization of documents based on regulations of the Ministry of Education and government regulations, implementing training activities, workshops/seminars, IHT, MGMP, teacher internships, comparative studies, implementation of activities carried out in stages and periodically according to the established plan, involvement of supervisors, principals, vice principals, heads of expertise programs, and teacher representatives. utilization of adequate facilities as a means for teachers to seek information in teacher professional development; (4) Controlling supervision of teacher professional development at State Vocational High School 1 Ratahan by the principal can go through several stages, including: monitoring and supervision of development carried out directly and periodically, performance evaluation to assess the abilities and

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skills and effectiveness of teachers in teacher professional development.

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## INTRODUCTION

Education is a long-term investment in human resources (HR) that has strategic value for the continuity of human civilization. Education has a very important role in improving human resources (HR) in achieving good quality education to achieve success, because through it a person's potential will be honed and developed so that they have the ability to determine their future. Education is a process that involves three vital elements in the life of a social society, namely individuals, society and national communities, which have a good influence both materially and spiritually in the formation of human nature and form (Nurbaya, 2024: 1-2). The education process involves teaching knowledge and skills as well as training in everyday life. According to Law Number 20 of 2003, education is defined as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation, and state (Rahmat Hidayat & Abdillah, 2019: 24). Therefore, education is a process carried out by humans to build human attitudes, personalities, and skills to face the future (Christo Masinambow et al., 2025). It can be said that education is a process carried out as a conscious effort to improve human resources (HR) to face the future.

Vocational education is part of the education system that prepares students to be able to work in accordance with their field of expertise or in other fields of work and to be able to work and compete in the world of work in certain fields of work (Ayu Nur, 2022). In order to prepare students to be competent in their fields, there needs to be a conscious effort to develop the competence of vocational school teachers (Amiruddin, et al., 2018:20) who define vocational education as secondary education that prepares students to become workers and independent in certain fields, and must also be based on three central philosophies, namely (1) the reality of the competence taught in vocational education is the same as in the business world and industry, (2) the truth of vocational education in schools is the same as in the business world and industry, (3) the value of vocational education in schools is the same as in the business world and industry.

A teacher is an educator whose job is to educate, teach, guide, train, assess and evaluate students in formal education (Mulyasa, 2009). Teachers have an important role in developing the potential of students, both intellectually, emotionally and socially. Teachers not only deliver lesson materials but also motivate, shape character and inspire students to help students achieve their best potential (Basran, 2023).

Teachers are an important element in learning activities, so the success of teachers in teaching is greatly influenced by the teacher's ability to plan learning, implement programs and evaluate student learning outcomes. Teachers also have an important role in building society because they can be role models for students, so it is important for teachers to have good morals and personality and be professional (Suparnu Katili, 2023). According to Law No. 14 of 2005 About Teachers and Lecturers, the definition of a teacher is a professional educator whose main task is to educate, teach, guide, direct, train, assess and evaluate students in early childhood education through formal basic education and secondary education. Teachers as educators are fully responsible for conveying character values, knowledge and skills to students with their existence as qualified educators in order to educate the nation's life and form skilled humans to participate in the development of the Indonesian nation ((Marwansyah, 2010). The general duties of educational staff are to be responsible for various aspects related to the implementation of education, both inside and outside the classroom.

In general, teacher competencies include professional competencies, personal competencies, social competencies and pedagogical competencies. In general, teacher competencies include professional competencies, personal competencies, social competencies and pedagogical competencies. These four competencies are used as a basis for developing an education system for educational staff (Asdiqoh, Siti 2013). Teachers as professional staff must meet the minimum academic qualification standards of S1 education and teacher competencies, namely: pedagogical competencies, personality competencies, social competencies and professional competencies, thus teachers are professional staff who carry out the learning process optimally starting from mastering the material that will be delivered to students effectively and pleasantly or as managers in managing the class as well as learning partners in teaching and learning activities.

Professional development of school educators and education personnel is an important aspect in education. The goal is to improve knowledge, skills and competencies as well as the quality of education carried out based on the needs of institutions, individuals and groups, so that educators and education personnel are ready to face future educational challenges and meet the demands and expectations in achieving national education goals (Tilaar, 2002). The professional process for teachers as educators is not only important for improving the quality of education in general, but also the development of the individual as a teacher by improving competence and ability to carry out tasks effectively and efficiently (Inanna& God's mercy, 2023).

In the implementation of education, educators are leaders, so it is necessary to develop the professional quality of teachers (Al-Hikmah, 2021). Professional educators must have knowledge in the field that will be taught to students properly and correctly and have the skills to teach the knowledge they have effectively and efficiently, as well as adhering to a professional code of ethics, namely by having a good character with knowledge and skills and professional abilities.

Observations at State Vocational High School (SMK) 1 Ratahan indicate that this school has developed into one of the Center of Excellence Vocational Schools trusted by the community in Ratahan sub-district. There are several reasons why SMK Negeri 1 Ratahan is one of the favorite schools among the community in Southeast Minahasa Regency, which is the choice of parents of students, because it has advantages including study hours at this school from 07.15-15.30 WITA, with study days from Monday to Friday every week. Another advantage of this school is that it

has facilities for student practice including a workshop for automotive engineering expertise programs that can support teaching and learning activities, with comfortable study rooms, making it easier for students and teachers to get materials and information with a computer lab, multimedia lab and practice rooms for each expertise program and an internet network. Extracurricular activities at SMK Negeri 1 Ratahan such as scouts, OSIS and PMR. As an educational institution, SMK Negeri 1 Ratahan, which forms the character of students as well as their knowledge and skills in accordance with the expertise program taught by students. Adequate quantity and quality of teachers (average S1 education) and has teachers who have been certified and some teachers are already rank IV. The curriculum structure of SMK Negeri 1 Ratahan is in accordance with its expertise program, namely: 1) Accounting and Finance; 2) Visual Communication Design; 3) Health Services; 4) Office Management and Business Services; 5) Hospitality; 6) Computer Network Engineering and Telecommunications; 7) Electrical Engineering; 8) Automotive Engineering.

At SMK Negeri 1 Ratahan, many efforts have been made to improve and develop teacher professionalism by increasing knowledge, skills and abilities by carrying out various activity programs such as participating in teacher internships in the world of work, participating in training, holding seminars/workshops, having learning communities and other programs (Mustafa Pinton S. 2024). From the efforts made by the school, it is expected to provide more contributions to the school, but in reality the researcher has not seen any changes or improvements in teacher professional development, this causes its implementation in learning to be less effective and greatly affects the quality of education at SMK Negeri 1 Ratahan.

Based on the advantages possessed and the demands for the quality of educators which are quite numerous, because during the observation period the researcher in the last few months found several teachers who had not carried out their profession well, because there was still a lack of good planning in the process of developing educators' professionalism, so that the development carried out seemed impromptu so that the expected targets in the process of developing teacher professionalism were less than optimal.

From various phenomena in the field, researchers see a discrepancy between the teacher professional development process and the phenomena in the field, so researchers are interested in analyzing whether the development process that has been carried out is in accordance with what it should be, referring to POAC (Planning, Organizing, Actuating and Controlling).

## **METHOD**

This type of research was conducted using a qualitative approach with phenomenological theory, because the researcher wanted to know a complete picture of teacher professional development at SMKN 1 Ratahan. The phenomenological qualitative research method can be interpreted as a subjective experience. This research is descriptive because it collects information about the status of existing symptoms. Data collection techniques through interviews, observations and documentation. This research was conducted at SMK Negeri 1 Ratahan in Nataan Village, Ratahan District, Southeast Minahasa Regency, North Sulawesi Province.

Data analysis techniques in qualitative research are the process of organizing data, including all the spirit of data available from various sources, namely interviews, observations in written form in field notes and documentation in the form of photos, pictures, official documents and so on.

After all the data is collected, the researcher will start reading, understanding, and analyzing more intensively. The steps that will be taken by the researcher in data analysis are: 1) Data Collection, 2) Data Reduction, 3) Data Presentation, 4). Conclusion Drawing and Verification. Conclusion drawing is the last process of the steps taken.

## RESULT AND DISCUSSION

### **Management of planning for teacher professional development at SMKN 1 Ratahan**

In this discussion, the planning of teacher professional development at SMK Negeri 1 Ratahan, based on the results of the study that the planning of teacher professional development is in accordance with the planning process, namely providing ideas for the management of teacher professional development planning at SMK Negeri 1 Ratahan. The researcher wants to convey thoughts with the support of supporting concepts. Planning management in this context involves various strategic steps to ensure that teachers get the training and support needed to continue to develop in terms of teacher professionalism.

Planning is the starting point of the management cycle on how activities must be carried out so that goals can lead to the achievement of the goals set. This planning process not only involves setting goals but also the concrete steps and strategies needed to achieve them. To determine goals, it is necessary to consider the vision and mission of the organization. Vision and mission are the starting points that are set and become the basis for everyone to work to contribute to achieving them. Vision is a picture of the future achieved by the school to determine the need to pay attention to future developments and challenges. The vision of the organization (school) is very important and plays an important role (Hafizin & Herman, 2024).

The teacher council meeting is held to plan the work program that will be carried out to achieve the school's vision and mission by compiling a detailed work plan that will be implemented through discussion and mutual agreement to achieve the goals. This is targeted at the opinion expressed in Hindun's journal (2015:112), in management, planning is the process of defining organizational goals, creating strategies to achieve those goals, and developing organizational work activity plans. Planning is the most important process of all management functions because without planning other functions of organizing, directing, and controlling will not be able to run. With the teacher council meeting and also meetings with stakeholders, needs can be identified by collecting input and suggestions for a broader perspective on teacher professional development needs. After identifying needs, the next step is to set measurable and clear goals specifically so that they can be achieved with existing resources, relevant to the school's vision and a clear time to achieve them, the next step is to design an appropriate training program by choosing relevant topics, training methods to be used, competent facilitators and preparing a schedule that does not interfere with the main tasks of teachers in the learning process.

Planning in learning is a systematic process carried out by teachers to design learning activities to be effective and efficient, starting from identifying learning objectives, selecting appropriate materials and evaluation tools, to assist teachers in learning activities so as to maximize student learning outcomes. As explained in the Law Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers explains that a teacher is an educational expert who is primarily responsible for the process of educating, directing, guiding, training, teaching, assessing and evaluating students at all levels of education.

Adequate budget in developing training programs is very important. Adequate budget such as holding regular training and bringing in quality speakers and providing facilities can provide opportunities for teachers to learn. This is in accordance with the opinion of Suharyanto H. Soro, Et al., (2024) Schools need to allocate funds to hold regular training for teachers, either in the form of workshops, seminars, or practice-based training. The focus of training can include innovative learning methods, the use of technology in learning, and the latest pedagogical approaches that suit student needs. With a regulated budget and teacher development carried out continuously, teacher competence can continue to increase which can have a positive impact on the quality of education.

Researchers obtained planning related to teacher professional development at SMK Negeri 1 Ratahan: 1) The main objective of teacher professional development is to improve teacher competence and skills, thus it is expected that there will be an increase in the quality of learning, especially teachers who teach mathematics, this can be seen from the results of the school's education report in this case Numeracy, which needs to be improved. 2) A well-designed teacher council meeting can ensure that educational goals can be achieved effectively and efficiently and can provide quality education and in accordance with expectations. 3) Learning planning by preparing strategies and actions that will be taken for one semester to achieve the goals of the independent curriculum which includes the creation of learning devices. 4) With the budget set for the development of continuous training programs, it is hoped that teacher competence can continue to increase so that it has a positive impact on the quality of education.

So, it can be concluded that in structured and mature planning management, teacher professional development can be implemented effectively and provide benefits for teachers, students and educational institutions.

### **Management of organizing professional development of teachers at SMKN 1 Ratahan**

Organizing is one of the management functions which is a crucial aspect in improving the quality of education. Determining the division of tasks as a reference in carrying out tasks so that it is directed in carrying out tasks and obligations as a professional teacher, although there are several problems found in the field, namely the existence of several teachers who do not match the educational background they have with the subjects taught, such as teachers with a Physics background teaching Pancasila Education, also mathematics teachers teaching Pancasila Education, but even though there is no match between the educational background and the field of work given, teachers can carry out their duties and responsibilities well. As with Saefrudin's opinion, (2018) Organizing is the process of dividing work into smaller tasks, assigning those tasks to people who are in accordance with their abilities, and allocating resources, and coordinating them in order to effectively achieve organizational goals.

This is in accordance with several benefits of organizing education according to Sukatin et al., (2024) here are some of these benefits: 1) As a vehicle for dividing work between components and work units at the educational unit level. 2) As a vehicle to facilitate cooperation between components, work units at the educational unit level. 3) As a vehicle to regulate the flow of relationships between people, work units and components at the educational unit level. 4) Overcoming Resource Limitations: Organizing education helps overcome limitations in ability, willingness, and resources in achieving educational goals. 5) Increasing Efficiency and Effectiveness: With organization, educational organizations can run effectively and efficiently in achieving

educational goals. 6) Helping Develop Potential: Organizing education can be a place to develop the potential and uniqueness of individuals. 7) Improving the Quality of Education: Organizing education can improve the quality of education provided, as well as increase the productivity and accountability of educational institutions. 8) Managing Change: Organizing education can help manage change effectively and efficiently, and overcome challenges that arise in the change process. 9) Improving Coordination: Organizing education helps coordination between various work units, so that organizational goals can be implemented easily and effectively. 10) Directing Educational Goals: Organizing education can help determine the direction and goals of educational institutions, so that educational goals can be directed to achieve optimal and sustainable results.

The arrangement of the school organizational structure is an important step in increasing efficiency and effectiveness, in this context the placement of teachers in a clear organizational structure. As stated by Diva Nisa Amalia et al., (2024) the right placement of teachers and the implementation of effective learning strategies will not only ensure the achievement of the desired learning objectives, but will also contribute to improving the overall quality of education, helping to create a more advanced and sustainable society. The division of teacher tasks in teaching is an important step to ensure that the learning process runs smoothly. Each teacher can be responsible for the subjects taught so that teachers can focus more and deepen the material taught. Likewise with the formation of a work team to support teacher development activities so that they can run more focused and provide maximum results. Good collaboration and communication between all stakeholders will create a conducive and quality atmosphere in teacher professional development.

So, good organization in placing teachers in a clear school organizational structure according to their educational background and field of expertise according to their abilities will have a significant influence in achieving maximum results.

### **Management of the implementation (actuating) of teacher professional development at SMKN 1 Ratahan**

Effective implementation management is the key to achieving goals successfully, it requires the right skills and strategies to increase operational effectiveness and productivity. Actuating is the stage where teacher professional development plans and strategies begin. As stated by Uswatun Niswah & Muhamad Rizal Setiawan, (20210) actuating is an effort by a leader through direction and motivation to be able to carry out activities optimally in accordance with their duties and responsibilities to achieve the goals that have become the plan of the organization. The principal as a leader plays a role in motivating and encouraging teachers to implement the planned work program.

Teachers must continue to develop themselves in order to keep up with developments in science and technology by participating in various trainings to improve their competence. It is important for schools to provide adequate opportunities and facilities for teachers to carry out various activities for their professional development and support from all related parties. These trainings can have a significant impact on improving the quality of education. These trainings include: 1) activities to prepare learning tools for the Merdeka curriculum by holding regular workshops on how to prepare relevant and practical teaching modules that can help teachers prepare materials that are in accordance with the needs of students. 2)

IHT, with competent speakers with topics that are relevant to school needs, such as implementation in the Merdeka curriculum. 3) MGMP, together with subject teachers, discuss developing teaching modules in accordance with the Merdeka curriculum in order to support more interactive and dynamic learning. 4) Learning community, teachers can share knowledge and experiences and discuss challenges faced, various strategies in learning and provide support to each other by providing input for the advancement of education. 5) Teacher internship, teachers carry out teacher internships to observe and learn about the world of work so that they can gain insight and skills that can be practiced by students in learning. 6) comparative studies, carry out comparative studies in the world of work so that they get inspiration and new ideas in developing competencies and building good relationships with the world of work.

Implementation (Actuating) teacher development is very important for teachers to be able to provide the best education to students, through various strategies and new ideas for developing teacher competency and can improve the quality of education and become agents of change in education in the future.

### **Supervision Management (controlling) of teacher professional development at SMKN 1 Ratahan**

Proper and comprehensive supervision is needed so that the process of improving the quality of education runs smoothly. As stated by Desi Suryati et al., (2023), supervision is one of the processes of educational administration, a systematic process carried out to ensure that the entire educational process in each educational institution can run smoothly in accordance with established standards and procedures and ensure that the educational process has achieved educational goals. The initial step in supervision is a performance evaluation to assess the abilities and skills and effectiveness of teachers in teaching by directly observing how teachers teach in class. In terms of teacher development, supervision is carried out to ensure that teachers follow the training program properly and in a structured manner and to assess the effectiveness of the training by looking at changes in teacher teaching practices. Principals, vice principals and heads of expertise programs and senior teachers become mentors who guide fellow teachers and provide support and guidance in achieving the targets that have been set.

Supervision includes assessing and adjusting the curriculum taught by teachers, by updating the subject matter to remain relevant and effective, making revisions based on feedback from teachers and students. Supervision is carried out periodically to ensure that teachers remain on the development path that is in accordance with the school's goals. With effective supervision (Controlling), teacher professional development management can evaluate the performance and resources needed to continue to develop in a better direction and can improve the quality of education.

These results indicate that: 1) structured and mature planning management, then teacher professional development can be implemented effectively and provide benefits for teachers, students and educational institutions. 2) good organizational management (Actuating) in placing teachers in a clear school organizational structure according to their educational background and field of expertise according to their abilities will have a significant influence in achieving maximum results. 3) implementation management (Actuating) through various strategies of new ideas for teacher competency development and can improve the quality of education and

become agents of educational change in the future. 4) effective supervision management (Controlling), teacher professional development management can evaluate performance and the resources needed to continue to develop in a better direction and can improve the quality of education.

## CONCLUSION

Management of Teacher Professional Development Planning at SMK Negeri 1 Langowan. Teacher professional development planning can go through several stages, including: (1) preparation of planning designed with reference to the school's education report (2) preparation of teacher development training programs to participate in training, workshops/seminars, IHT, MGMP, teacher internships, comparative studies in teacher professional development (3) allocating a special budget for teacher professional development each year. (4) annual work plan preparation meeting to ensure that educational goals can be achieved effectively and efficiently and can provide quality education and in accordance with expectations.

Management of Organizing Professional Development of Teachers at SMK Negeri 1 Ratahan. Management of organizing professional development of teachers by the principal can go through several stages, including: (1) arranging the organizational structure into the school organizational structure, (2) dividing teacher tasks so that they are directed in carrying out tasks, (3) coordinating through teacher council meetings and work teams to support teacher professional development activities.

Management of Implementation (Actuating) of Teacher Professional Development at SMK Negeri 1 Ratahan. The implementation of teacher professional development at SMK Negeri 1 Ratahan can be done in several stages, including: (1) utilization of documents based on the regulations of the Minister of Education and government regulations, (2) implementing training activities, workshops/seminars, IHT, MGMP, teacher internships, comparative studies, (3) implementation of activities carried out in stages and periodically according to the established plan, (4) involvement of supervisors, principals, vice principals, heads of expertise programs, and teacher representatives. (5) utilization of adequate facilities as a means for teachers to seek information in teacher professional development.

Management of Supervision (Controlling) of Teacher Professional Development at SMK Negeri 1 Ratahan. Supervision of teacher professional development by the principal can go through several stages, including: (1) monitoring and supervision of development carried out directly and periodically, (2) performance evaluation to assess the ability and skills as well as the effectiveness of teachers in teacher professional development.

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