



Training and Development of Productive Teachers in Improving Work Skills for Vocational High School (SMK) Level Students in Sigli

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Abstract

Teacher guidance and development is urgently needed to improve the professional abilities of teachers in improving learning processes and outcomes through the provision of professional service-style assistance to teachers. Productive teachers will provide learning material that begins with making a Learning Implementation Plan which then evaluates the process and improves the learning system in the classroom by prioritizing material that can support students to be active, think creatively and be innovative. The purpose of this study was to find out an overview of the coaching and development of productive teachers in improving work skills for students at vocational high schools (SMK) in Sigli. This study used a qualitative approach with a descriptive research type. Data collection techniques using observation, interviews, and documentation. The data analysis technique used is descriptive qualitative analysis with data reduction techniques, data presentation, and drawing conclusions. Based on the research findings, it was found that: (1) Coaching in improving productive teacher performance skills at Sigli Vocational High School includes: coaching through MGMP, IHT (in the house training), teacher coaching through supervision, and pedagogical and professional competency development; (2) Productive teacher development strategies in improving work skills, namely by: continuing education, participating in training/workshops, promotions, development through promotions, assigning teachers to apprentices in industry to improve abilities/upskilling and update skills/reskilling; and (3) teacher participation in productive teacher training and development programs carried out by school principals has been very good. Teachers participate in every activity, are able to adopt ideas or programs to support the teaching and learning process, teachers also attend training to improve teacher competence.



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1. Introduction

Education is a social process for passing on the life values of the previous generation to the next generation so that they are maintained, maintained and developed. In the implementation of education in every educational

institution will never be separated from a policy made by the government in the country where the educational institution exists. Education as a medium for cultural inheritance has a strategic position and value in the formation of a nation.

In the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System it is explained that: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state.

Vocational education is secondary education that prepares students especially to be ready to work in certain fields. According to Government Regulation Number 29 of 1990 says that: Vocational secondary education is education at the secondary education level that prioritizes the development of students' abilities to carry out certain types of work. Vocational secondary education prioritizes preparing students to enter the workforce and developing a professional attitude.

In accordance with its form, vocational high schools organize educational programs that are adapted to various types of employment. Then in the National Education System Law Number 20 of 2003 it is also explained that: Vocational High School (SMK) is a form of formal education unit that organizes vocational education at the secondary education level as a continuation of SMP, MTs or other equivalent forms. Schools at education level and type of vocational can be named Vocational High Schools (SMK) or Vocational Madrasah Aliyah (MAK), or other equivalent forms. Vocational Schools have many expertise programs, the expertise programs implemented at Vocational Schools adjust to the needs of the existing world of work. The SMK curriculum is made so that students are ready to work directly in the world of work. The content of the existing curriculum in SMK is arranged according to the needs of the existing world of work. This is done so that students do not experience difficulties when entering the world of work. With a study period of around three or four years, SMK graduates are expected to be able to work according to the expertise they have occupied. This SMP, SMA or SMK educational institution does not only consist of buildings and a set of physical facilities, but there are several things that are important and must exist in educational institutions, namely education staff, especially teachers.

Rosemarie (Purwaningsih, 2022:23) argues that: "Education cannot stand alone because it involves many components and all of these components are interrelated with one another so that they must be managed in an orderly manner so that they can run well". Components are part of a system that has a role in the overall ongoing process to achieve system goals. The educational component means the parts of the educational process system that determine the success or failure of the educational process. Purwaningsih, et al (2022: 25) mentions the components that enable the educational process to occur are: "Educational goals, students, education, parents, teachers/educators, community and religious leaders, educational interactions of students and educators, educational content". It can even be said that for the work process of education to take place it is necessary to have these components. Humans during their lives will always get influence from family, school, and the wider community. The three environments are often referred to as the educational tricerter, which will affect humans in various ways. The educational environment, especially teachers, is one of the components in education.

A teacher has various tasks that are implemented in the form of dedication. These tasks cover the professional, humanitarian and social fields. Tasks include educating teachers as a profession, teaching and training. Educating means continuing and developing the values of life and life. Teaching means continuing and developing science and technology. While training means developing skills in students. Teacher professionalism is seen from the Teacher and Lecturer Law (UU No. 14 of 2005) that: "The law requires teachers to have qualifications, competencies and certifications." Article 8 Law no. 14 of 2005 states: "Teachers are required to have academic qualifications, competencies, educator certification, physically and mentally healthy, and have the ability to realize national education goals". How good the quality of a teacher will reflect the merits of the output (graduates) produced. Then Permendiknas Number 7 of 2010 explains that: "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education and secondary education".

In the learning process the teacher plays an important role, namely influencing, fostering and developing students in the classroom. Therefore, teacher performance is a factor that determines the quality of education which will affect the quality of educational output after finishing school. The embodiment of good teacher quality is the result of high work productivity so that it is in accordance with the goals of the organization or agency to be achieved. One thing that can be done in developing teacher competence is to carry out training and education for these teachers which are part of teacher performance development.

Coaching efforts for teachers is not easy to do because it requires a precise and accurate database. The data comes from the results of measuring learning performance. For this reason, the school principal or supervisor needs to take measurements using the supervision instruments that have been prepared. This is in accordance with the opinion of Rutkowski (Purwaningsih et al, 2022: 26) that: "Assessment of teacher performance is carried out by school supervisors, principals, and colleagues." The supervised data is then used as a reference for coaching in the form of assistance needed by teachers to improve their performance.

In reality on the ground, there are several problems that are often encountered in the implementation of teacher training, such as not being able to manage classes properly, still lacking in utilizing technology in learning, low levels of welfare and so on. Based on the background above, the writer decided to raise the title "Guidance and Development of Productive Teachers in Improving Work Skills for Vocational High School (SMK) Level Students in Sigli".

2. Materials and Methods

This study uses a qualitative research method, this approach is based on related data which will provide a concrete picture and social reality of coaching and developing productive teachers in improving work skills for students at the Vocational High School (SMK) level in Sigli. The focus of this research is intended to limit qualitative studies as well as limit research to select which data are relevant and which are irrelevant. The limitations in this qualitative research are based more on the level of importance/urgency of the problems encountered in this research. This research is focused on the Guidance and Development of Productive Teachers in Improving Student Work Skills at the Vocational High School (SMK) Level in Sigli.

The location of this research is State Vocational Schools in Sigli, which are as follows: SMKN 1 Sigli, SMKN 2 Sigli, SMKN 1 Batee and SMKN 1 Beungga. Field research was carried out from 24 February 2023 to 15 June 2023. Research subjects are sources of data that provide clarity regarding the issues to be studied. In qualitative research, only sources that provide complete and accurate information about the events, people, and situations that are observed are used as subjects. Creswell (2018: 249) states that: "Qualitative researchers try to create a complex picture of a problem or issue being studied." This involves reporting perspectives, identifying factors associated with a particular situation, and generally sketching the big picture that emerges.

The research subject is a very important part, which acts as a resource for collecting data for the completeness of the research. The researcher took samples from several State Vocational Schools in Sigli, namely Sigli 1st Vocational School, Sigli 2nd Vocational School, Batee 1st Vocational School and Beungga 1st Vocational School. The subjects of this study were school principals and productive teachers in one of the majors in the SMK. In qualitative research, the instrument or research tool is the researcher himself so that the researcher must be "validated". Validation of researchers such as understanding qualitative research methods, mastery of insight into the field studied, readiness of researchers to enter research objects both academically and logically.

According to Sugiyono (2019: 309) says that: "Qualitative research as *human instrument* serves to determine the research focus, select informants as data sources, collect data, assess data quality, analyze data, interpret data and make conclusions on the findings." To obtain data for this study entitled "Productive Teacher Development and Development in Improving Work Skills for Vocational High School (SMK) Level Students in Sigli", the researchers used interview guidelines with school principals and productive teachers at SMKN 1 Sigli, SMKN 2 Sigli, SMKN 1 Batee and SMKN 1 Beungga and guidelines for observation and documentation studies.

There are three data collection techniques used in this study, namely: observation, interviews, and documentation. Collection techniques according to Sugiyono (2019: 156), namely: "Collection techniques include: techniques interview, observation, and a combination of the three". The data analysis technique is performed, namely qualitative descriptive analysis while the data processing steps are data reduction, data display, conclusions, and data verification. Data reduction is also a form of analysis that sharpens, classifies, directs, removes unnecessary, and organizes data in such a way that final conclusions can be drawn and verified. Sugiyono (2019: 339) argues that: "Data reduction is a sensitive thinking process that requires intelligence and breadth and high depth of insight". After the collected data is analyzed first, read, study and examine, then the next is to carry out data reduction then summarize, so that the meaning is understood. The final stage of this data analysis is the researcher draws conclusions by describing the coaching and development strategy teachers in improving the work skills of Sigli Vocational High School students.

3. Results and Discussions

In assessing effectiveness, there are several evaluation approaches where some of these approaches can be: 1) Experimental approach, which is derived from experimental control that is usually carried out in academic research. The aim is to obtain general conclusions about the impact of a particular program by controlling as many factors as possible and isolating the influence of the program; 2) Goal-oriented approach as a criterion to determine success. This approach is very reasonable and practical for program development design. This approach gives instructions to the program developer, explaining the relationship between the specific activities offered and the results to be achieved; 3) The decision-focused approach emphasizes the role of systematic information for program managers in carrying out their duties. In keeping with this view information is most useful if it can help programme managers make decisions; 4) The user-oriented approach focuses on the problem of evaluation utilization with an emphasis on expanding the potential use of information; and 5) A responsive approach emphasizes that meaningful evaluation is one that seeks understanding of an issue from the multiple viewpoints of everyone involved, interested, and interested in the program. Thus, the purpose of evaluation is to understand the basis of the program through various different points of view.

1. Teacher Coaching in Improving Productive Teacher Performance Skills at the Vocational High School (SMK) Level in Sigli

The teacher is the spearhead in implementing teaching and learning activities in schools. So that the ability of teachers in carrying out their duties will greatly affect the course of education in schools. With the rapid development of science and technology lately, a coaching program is needed to optimize teacher performance. Coaching is something that must be done by the government, teacher organizations, schools, and the teacher himself.

Based on the results of interviews with the Head of SMKN 1 Sigli, regarding teacher coaching in improving productive teacher performance skills at the vocational high school (SMK) level in Sigli are as follows: In my opinion, because this school is a PK Vocational school in the field of fashion and concerns productive teachers in that field, it needs to be improved or strengthened. The coaching that I do is through MGMP, coaching teachers through supervision, coaching pedagogic competencies, IHT (*in-the-house training*), it is hoped that the teacher will be enthusiastic in participating in each program that will be carried out. This training is expected to improve teacher competence, given the change in curriculum from Curriculum 13 to independent learning. This year there will also be training for teachers and students by holding *workshops* about the implementation of the independent curriculum (IKM) and E-performance. The most important thing is the will to work because any strategy without the will will not work.

In order to meet the changing demands of society, educational institutions are deemed necessary to make changes and developments in order to increase the effectiveness of achieving predetermined goals. These changes would be wiser if responded to by preparing a teacher development plan in improving the right skills. This was also reinforced by the statement of the Beungga 1 Vocational High School Teacher, to the researcher he said that: In my opinion, because Merdeka Learning is now being implemented, it requires teachers to upgrade their skills according to the major they are studying. Therefore, in order to follow up on this matter, the principal conducts coaching for teachers in improving skills both in teacher performance or practice through coaching. There was some coaching that I did as a school principal such as: coaching at MGMP, IHT (*in-the-house training*), making teaching modules, coaching teachers through supervision, and developing pedagogic, and professional competencies.

Then the researcher also interviewed the Head of SMKN 1 Batee to confirm the correctness of the research data related to the coaching carried out by the principal in improving teacher skills, he said that: "It is true, there has been some coaching carried out by the principal to improve the work skills of teachers at Sigli Vocational High School. this, namely: developing pedagogic, professional competencies, coaching at MGMP, by making teaching modules, and coaching teachers through supervision.

Furthermore, to strengthen the statement above, the researcher also interviewed the Head of SMKN 2 Sigli, to the researcher said that: "Yes, it's true, I agree, this is what we carry out coaching for developing teacher work skills. As for the coaching that I do as a school principal, namely: coaching teachers through supervision, coaching pedagogic, professional competencies, coaching through MGMP, IHT (*in-the-house training*), making teaching modules".

Based on the research data above, it can be concluded that there are several things in coaching that can improve teacher skills, namely: pedagogic, professional competency development, coaching during MGMP, IHT (*in-the-house training*), guidance on making teaching modules, and coaching teachers through academic supervision, coaching teachers and students by holding *workshop* about the implementation of the independent curriculum (IKM) and E-performance.

Various coaching plans are carried out in improving productive teacher performance skills at Sigli Vocational High School, it is hoped that this will bring about positive changes in teacher performance and talented Sigli Vocational

High School graduates. Then with academic supervision, coaching activities are planned by providing technical assistance to teachers in carrying out the learning process in order to improve productive teacher performance skills, or support the learning process which aims to increase the professional abilities of teachers and improve the quality of learning effectively.

2. Teacher Development Strategy in Improving the Work Skills of Computer and Fashion Department Students at the Vocational High School (SMK) Level in Sigli

The teacher professional development strategy is a process of activities in order to adapt the professional abilities of teachers to the demands of education and teaching. The development of the teaching profession in the educational environment is directed at professional quality, objective, transparent and accountable performance appraisal, as well as motivation to improve performance and achievement. This professional development strategy is given with the long-term goal so that the teacher can understand and understand the teaching he is doing and also understand the expertise he has so that he can develop the potential that teacher has. Teacher professional development is basically improving the quality of teacher competence.

Based on the results of an interview with the Head of SMKN 1 Sigli, the teacher development strategy for improving the work skills of students majoring in computers and fashion at the vocational high school (SMK) level in Sigli is as follows: Talking about the development process, of course, it has been planned at the beginning of each new school year. The development strategy in improving teacher skills is carried out by: Continuing higher education levels cannot be denied if higher education levels will also produce better teacher quality; Participate in training that supports teacher quality; Actively conducting research; Creating a learning organizational culture; reading teacher movement (G2M); Assignments, promotions, and promotions. There are teachers who are sent for internships in the industry, *upskilling* and reskilling etc. Because SMK PK, in the future there will be more training or workshop for productive teachers in the field of fashion design.

In line with the results of interviews with the Head of SMKN 1 Sigli regarding teacher development in improving skills, the researchers confirmed this truth to the Head of SMKN 2 Sigli, who told researchers that: Our development strategy is by teachers who wish to continue their higher education, attend training or workshop for teachers in the field of fashion design that supports teacher quality, assigning teachers to apprenticeships in industry, upgrading skills and renewing skills and so on, actively conducting research, creating a learning organizational culture, development through promotions, and promotions.

The teacher capacity development strategy is a way to improve teacher competency standards in accordance with the demands of work and science, technology, and art. Skills/competence development strategies must be carried out continuously so that there are updates. Our development strategy is to: provide opportunities for teachers who wish to continue their higher education, attend training or workshop, assignments for industry internships, active research, creating a learning organizational culture, development with promotions, and promotions. Then to prove the truth of the research data, the researcher interviewed the Beungga 1 SMKN teacher. He told the researcher that: The principal always provides support and opportunities for teachers to hone skills. Then the teacher skills development strategy is also carried out by providing support to continue higher education levels in order to produce better teacher quality, participating in training that supports teacher quality, actively conducting research, creating a learning organizational culture, reading teacher movement (G2M), teachers conducting studies tours or internships in the industry to improve skills/*upskilling* and updating skills or reskilling, development with promotions, and promotions, as well as providing opportunities for teachers to attend training/*workshop*.

Various strategies were carried out for teacher development in improving the work skills of fashion design and computer major students at Sigli Vocational High School. As mentioned above, the development strategy is carried out by providing support and opportunities for teachers to hone skills, provide support for continuing education, and attend training that supports teacher quality. This was also justified by the Head of Batee Vocational High School, to which the researcher said: That's right, indeed that's what we are planning to develop teachers in improving work skills. If the development strategy skill If the teacher is successful, it will produce competent teachers and have an impact on outstanding student graduates. The development strategy in improving teacher skills is carried out by: Continuing higher education levels; Participate in training that supports teacher quality; Actively conducting research, creating a learning organizational culture, reading teacher movement (G2M), as well as having teachers sent for internships in industry. It can be concluded that the strategy for implementing teacher development activities in improving the work skills of Sigli Vocational High School students is by providing support and opportunities for teachers to hone

skill/Skills. Then the development of teacher skills is also carried out by providing support to continue to higher education levels in order to produce better quality teachers.

Furthermore, teachers can take part in training that supports teacher quality, and actively conduct research. Principals and teachers can also create a learning organizational culture, as well as the reading teacher movement (G2M), development with promotions, and promotions. Then another development strategy is to do *study tour* or internships for teachers in the industry to improve skills/*upskilling* and update skills or reskilling. In addition, it also provides opportunities for teachers to attend training/*workshops* which can develop the potential of teachers to have a positive impact on students/students.

3. Teacher Participation in the Productive Teacher Development and Development Program Conducted by the Principal

Teacher participation refers to their real participation in an activity. Participation can be in the form of ideas, constructive criticism, support and implementation of education. Teachers must be able to develop personal abilities, social skills and professional abilities. By developing these three abilities the teacher is expected to be more able to optimize students' abilities in achievement and on the other hand the teacher will find it easier to overcome various problems faced by students.

Based on the results of an interview with the Head of SMKN 1 Sigli, regarding teacher participation in the productive teacher training and development program carried out by the school principal, the following is as follows: "There was good participation by SMKN 1 Sigli teachers in relation to school programs. Like workshop regarding the implementation of the independent curriculum (IKM) and E-performance received good enthusiasm because everything that is being done is important for teachers, and students who can be useful in increasing teacher competence.

Then the researcher also interviewed the Head of SMKN 2 Sigli, he told the researcher that: There is teacher participation in the coaching program which is carried out every time there is a school program such as training/workshop whether it is carried out by the agency or independently. There is good cooperation between the principal and teachers in this SMK, such as exchanging information related to training/*workshops* or internships in the industry to improve skills (according to their respective majors). At this SMK there is also collaboration between teachers and students in producing a product, namely a coconut splitting machine (shaving coconut until it becomes coconut milk), this tool has reached the national level. This is one of the efforts that have been made by the teacher. In the future, Vocational Schools will also support, and also we as teachers and students must think creatively.

Teacher participation refers to their real participation in an activity. Participation can be in the form of ideas, constructive criticism, support and implementation of education. This was also reinforced by the teacher's statement at SMKN 1 Beungga, he told researchers that: "The participation of teachers in this SMK regarding the coaching and development of productive teachers can be applauded. Teachers are active and creative in adopting ideas or programs to support teaching and learning in class. Teachers are also enthusiastic in participating in each training /*workshop* according to their respective majors.

Teacher participation in the development planning process is very important because it can foster an attitude of ownership and a sense of teacher responsibility for planning the development of productive teacher skills at SMKN Sigli. To strengthen and at the same time prove the truth of the research data above, the researcher again interviewed the Head of SMKN 1 Batee. He told the researcher that: "Teachers are always enthusiastic in every activity and program we plan. Like workshop regarding the implementation of the independent curriculum received good enthusiasm because everything that is being done is important for teachers, students who can be useful in increasing teacher competence.

Based on the research data above, it can be concluded that teacher participation in the productive teacher training and development program carried out by the principal can be seen by the participation of teachers at Sigli Vocational School. Teachers are always enthusiastic in every planned activity and program, and are active and creative in adopting ideas or programs to support teaching and learning in class. Teachers are also enthusiastic in participating in each training /*workshop* according to their respective departments, which can be useful in increasing teacher competence.

Therefore, participation as one of the principles of SBM is fundamental in the implementation of education. With participation (manpower, thoughts, funds and facilities) in planning, implementing and evaluating school/madrasah activities, we can build shared responsibility for educational processes and outcomes. One of the important participants in the school/madrasah is the teacher, including participation in activity planning and budgeting.

The involvement of teachers makes them understand the roles and risks, so as to foster a sense of responsibility for the process and implementation of education in schools.

Discussion

Based on the main focus, namely coaching, and development, as well as teacher participation in productive programs carried out by school principals in improving work skills for students at the vocational high school (SMK) level in Sigli. The sub-focus of this research is teacher training, development and participation programs in productive programs. It is hoped that the conclusions from the findings and their implications will be able to give birth to new ideas, concepts, principles and theories that need to be developed in studying productive teacher development programs in vocational schools, especially those concerning productive teacher development and development programs in improving work skills in high school level students vocational school (SMK) in Sigli. The following will discuss the main findings as follows:

1. Teacher Coaching in Improving Productive Teacher Performance Skills at the Vocational High School (SMK) Level in Sigli

The key to success in realizing educational goals is the role of the teacher. In addition, many changes brought about by the globalization process, technological advances and scientific advances that occur both regionally, locally, nationally, and materially will also have an impact on the process of teacher education in Indonesia. Therefore the role of the teacher is very important in shaping the character of students.

In the educational process, the teacher functions to shape personality and educate (*character building*) as well as forming character so that knowledge can be absorbed optimally by students. Professionalism is needed by every educator which is obtained through specially designed education which is expected to avoid mistakes when carrying out their duties as an educator. Therefore professional education is needed by an educator in optimizing educators in Indonesia in order to increase the competence and professionalism required by the position of educator who becomes a profession. Professional staff is a position held by the teacher. In Law No. 14 of 2005 which regulates Teachers and Lecturers explains that: "Professional is an activity or work that can be done by someone and becomes the main source of income in life that requires skills, expertise, and skills that meet standard norms or quality and require professional education".

Professionalism or teacher quality cannot be separated from the process of supervising or coaching teachers which is carried out directly by school principals and even by educational empowerment and development centers and education staff (P4Tk). Because there are many problems that teachers have, ranging from low protection to even low welfare, this coaching is very important. The problem of improving the quality and professionalism of teachers can not only be overcome by increasing salaries and guaranteed welfare, but there is also a need for coaching efforts that can support improving the quality and professionalism of teachers. This is a tough demand for teachers to keep abreast of science and technology developments and create engineering technologies that are beneficial to society. It is appropriate that the government facilitates and is fully responsible for fostering teachers so that they have professional and reliable competencies, which are expected to be able to support the needs of the community in the future.

Coaching comes from the word *bina* which means to build, establish. Coaching according to the Complete Indonesian Dictionary is a process or system of fostering. Terminologically, teacher development is often interpreted as a series of assistance efforts to teachers, especially assistance in the form of professional services carried out by school principals, school owners, supervisors in order to improve learning processes and outcomes. Teacher development is the answer to this problem, because with this it is hoped that it can provide space for teachers to innovate and update the education and training system for teachers, so that teachers can respond to changing demands in their processes and duties according to the curriculum.

Coaching is an educational effort both formal and non-formal that is carried out consciously, planned, directed and responsible in order to introduce, grow and develop a balanced and harmonious personality base. More broadly, coaching can be interpreted as a series of efforts, professional control over all elements of the organization so that it functions properly so that it can be carried out effectively and efficiently. According to foster & seeker (Gunarto, et al, 2019: 613) that: "The Concept of Teacher Development as a Development System (*coaching*) is a worthwhile endeavor to help others achieve peak performance". Meanwhile, according to Thoha (Gunarto, et al, 2019: 613) also defines coaching, namely: "As a process, action, guidance, result or becoming a better personality".

Teacher development means a series of efforts or assistance given to teachers. Especially assistance in the form of professional services carried out by school principals, supervisors and other coaches to improve the teaching

process and student learning outcomes. So, the understanding of teacher development that has been conveyed above is a series of assistance in the form of professional services in order to improve the quality of the process, productive teacher skills, and learning outcomes so that the planned educational goals can be achieved. The aim of teacher training is to improve the professional abilities of teachers in improving learning processes and outcomes through the provision of assistance that is primarily in the form of professional services to teachers. If the learning process increases, learning outcomes are also expected to increase. Thus, a series of professional development efforts for teachers will facilitate the achievement of the objectives of teaching and learning activities.

In general, teacher development or supervision aims to provide better assistance through efforts to improve teaching professionalism, assess the ability of teachers as educators and teachers in their respective fields to help them make improvements and when necessary by showing deficiencies to be corrected themselves. Therefore, there are several strategies in coaching that can improve teacher skills, namely: coaching through pedagogic competencies, coaching during MGMP activities, IHT (*in-the-house training*), guidance on making teaching modules, and coaching teachers through academic supervision, coaching teachers and students by holding workshop about the implementation of the independent curriculum (IKM) and E-performance. Glickman (Dimiyati, 2019:10) explains teaching supervision is: "A series of activities to help teachers develop their ability to manage the teaching and learning process in order to achieve teaching goals". Supervision is an activity made by school officials to determine the quality of teacher teaching in improving the quality of students. Sahertian (Noor, 2019:12) argues that: "The purpose of supervision is to provide services and assistance to improve the quality of teaching teachers in the classroom which in turn improves the quality of student learning." Not only improving teaching skills but also developing the quality potential of teachers. Through teaching supervision it is hoped that it can improve the quality and quality of teachers in learning can increase the development, knowledge and teaching skills and increase teacher commitment, safety and motivation.

Then the existence of teacher development through further education is able to improve individuals in developing competence and self-ability, attitudes, personality and behavior in accordance with applicable norms, so that students are able to absorb moral and cultural values. Through education, it is expected to be able to provide cultural effects or responses to certain situations and conditions in everyday life. The relationship between further education for teachers and employees, in general, employees who will be promoted are determined by education to hold jobs that are classified as having great responsibility, and teachers who will retire and those who will play a further significant role in the wider community and in work with professionals.

Through further education competency development and professional abilities, is a form of coaching that provides opportunities for teachers to continue their education at a higher level. This further education can be carried out on the basis of one's own initiative without permission from superiors. There are several objectives of further education based on the opinion of bafadal (Noor, 2019: 33), namely to: (1) Improving the quality and competence as a formal qualification of teachers in accordance with the staffing regulations that apply at the national and foundation level; (2) Improving the ability of teachers academically which supports the increase in teacher professionalism; (3) Develop the motivation of employees in order to develop and improve their performance inside and outside of work.

Based on various teacher development plans carried out in improving productive teacher performance skills at Sigli Vocational High School, it is hoped that this will bring about positive changes in teacher performance and talented Sigli Vocational High School graduates. With the implementation of coaching, teachers are expected to be able to recognize obstacles both inside and outside of work and social life, and be able to see negative or positive aspects to find solutions to solving problems that may occur. In addition, through this guidance, it is hoped that the government will provide services of a professional assistance system to improve productive and professional teacher skills in a sustainable manner. So that the quality of education management standards, especially in vocational learning practices, has the skills/skill which is good and productive which is described in planning, *organizing, dan actuating* as well as evaluating quality learning.

2. Teacher Development Strategy in Improving the Work Skills of Computer and Fashion Department Students at the Vocational High School (SMK) Level in Sigli

Education plays a central role in building the nation and improving people's welfare. Therefore, each country seeks to design its educational manifesto to achieve that goal. In the Indonesian context, according to a study conducted by Bappenas (2019: 2) that: "Indonesia's education development strategy until 2045 includes: Increasing access to and participation in education, equal distribution of educational services, and increasing vocational education." However, this projection is still faced with the problem of low innovation competitiveness and a lack of human resource competence. According to Dimiyati (2019:20) Teachers as professional educators are: "Teachers who are not only satisfied with the skills they already have. A teacher as a professional should try to develop his knowledge and skills

so that he can provide better and more quality service to his students. The task of professional teacher is not only required to have good performance in carrying out the task of teaching, educating, and training students but also must be able to carry out continuous professional development.

Various things can be done by a teacher to increase professionalism. According to Permeneg PAN and RB no 16 of 2009, a teacher can carry out continuous professional development activities through three components, namely: "(1) carrying out self-development; (2) carry out scientific publications; (3) find and create innovative works. Self-development activities can be carried out through two activities, namely functional training and teacher collective activities. Professional productive teachers must have integrity, adequate knowledge in accordance with their fields, commendable character, and competence, even have to attend a good education, not just take part in training, in the end, it must lead to the recognition and appreciation of the wider community for the professionalism of the teacher himself. This happens if after the certificate is issued, the teachers who get it really show professional performance that is able to change the quality of learning from conventional, routine, and mechanistic, to a process that is dialogical, dynamic, democratic, and empowers students.

Increasing the competence of productive teachers is an effort that must be made to increase maximum expertise in the quality of learning of students in vocational schools. This has an impact on increasing the ability and expertise of students. The competence of productive teachers in Vocational Schools is the main key to the sustainability of the learning process which has an impact on the output: competent students. In SMK PK productive teachers are given the opportunity to take part in teacher apprenticeship programs in the business and industry partners, so that in carrying out partnerships, schools need to know the wants and needs of the business and industrial world so that it has an impact on the management of learning in schools. It is hoped that the business and industrial world themselves will be able to become facilitators in providing learning facilities for training venues or putting into practice the knowledge acquired by productive teachers and students in schools. In addition, this is an effort to introduce students to the world of work and provide the required work experience.

Teacher development in improving the work skills of Sigli Vocational High School students is carried out by participating in MGMP activities, providing support and opportunities for teachers to hone skill/skills, and providing support for continuing to higher education levels in order to produce better quality teachers, and participating in PPG/PLPG. Furthermore, teachers can take part in training that supports teacher quality, and actively conduct research. Principals and teachers can also create a learning organizational culture, as well as the reading teacher movement (G2M), do study *tours* or internships for teachers in the industry to improve skills/*upskilling* and updating skills or *reskilling*, as well as teachers attending training workshop which can develop the potential of teachers to have a positive impact on students/students.

All activities carried out by the teacher in the working group or MGMP are included in the teacher's collective activities, while other activities outside the MGMP are included in the functional training. A teacher who carries out self-development or other continuous professional development activities, besides being able to increase knowledge and skills as a teacher, will also receive a credit score award that can be calculated for career development. Being a teacher means that you have to maintain your image, prestige, exemplary, integrity and credibility. He does not only teach in front of the class, but also educates, guides and forms good moral character for his students. Stipulation of RI Law Number 20 of 2003 concerning the National Education System (UU Sisdiknas) which was followed by RI Law Number 14 of 2005 concerning Teachers and Lecturers (UU-GD) and RI Government Regulation Number 19 of 2005 concerning National Education Standards (PP -SNP), conceptually and empirically requires adjustments to the policy level which will be used as a reference for preparing various programs, including teacher education.

Studies of legal products related to teachers have produced various formulations which essentially show the urgency for a breakthrough to wisely translate these provisions into policies and programs that encourage the achievement of Indonesia's education vision in 2025. Almost all reform efforts in education, such as reform curriculum and the determination of new learning methods depends on the teacher. Without teachers who are able to master teaching materials and learning strategies, all efforts to improve the quality of education will not achieve optimal results. This means that a teacher is not only expected to be able to master the field of knowledge being taught, but also to master learning strategies. Furthermore, it is said that the teacher is very important in determining the success or failure of curriculum innovation. This indicates that the success of curriculum change depends on the willingness and ability of the teacher to capture the changes that occur and then implement them.

Educators or teachers are professionals as mandated in Article 39 paragraph 2 of RI Law No. 20/2003 concerning the National Education System, Article 2 paragraph 1 of RI Law No. 14/2005 concerning Teachers and Lecturers, as well as Article 28 paragraph 1 PP RI No. 19/2005 on National Education Standards. The juridical basis

and these policies show the government's seriousness and high commitment in efforts to increase professionalism and respect for teachers as the implementation of education at the learning level which ultimately leads to improving the quality of national education. This is in line with the policy direction of the National Education System Article 42 of RI Law No. 20/2003 which requires educators (teachers) to have minimum academic qualifications and certificates in accordance with teaching authority, be physically and mentally healthy, and have the ability to realize national education goals. Likewise emphasized in Article paragraph 1 PP No. 19/2005 and Article 8 of RI Law No. 14/2005 which mandates that teachers must have a minimum academic qualification of D4/S-1 and competencies as learning agents which include professional, pedagogic, personality, and social competencies.

Competence is defined as the totality of mastery of knowledge, skills and attitudes displayed through performance that is expected to be achieved by a person after completing an educational program. According to Kepmendiknas No. 045/U/2002, competence is defined as a set of intelligent and responsible actions that a person has as a condition for being considered capable by the community in carrying out tasks in accordance with a particular job. In accordance with what is stated in Article 28 of RI Law No. 19/2005, a teacher must have four types of competence, namely: "First professional competence, pedagogical competence, personal competence, social competence." Professional competence, namely the ability related to mastery of learning material in a broad and in-depth field of study which includes mastery of the substance of the content of the subject curriculum material in schools and the scientific substance that overshadows the curriculum material, as well as adding scientific insight as a teacher.

Pedagogic competence, namely abilities related to student understanding and managing educational and dialogic learning. Third, personal competence, namely personal abilities that reflect a solid, stable, mature, wise, authoritative personality, being a role model for students, and having noble character. Social competence, namely the ability of educators as part of the community to communicate and interact effectively with students, fellow educators, educational staff, parents/guardians of students, and the surrounding community. The four competencies are formally proven by educator certificates. Minimum academic qualifications are obtained through tertiary education, while educator competency certificates are obtained after completing the teaching professional education program and passing the educator certificate exam. The purpose of the exam is to control the quality of educational outcomes so that it is hoped that someone who has passed is believed to be able to carry out the task of educating, teaching, training, guiding, and assessing student learning outcomes.

Based on Permenegpan and bureaucratic reform number 16 of 2009 what is meant by continuous professional development (PKB) is: "Teacher competency development is carried out according to needs, in stages, continuously to improve professionalism." PKB is one component of the main element. According to Houston (Jelita, 2017: 3) that: "A person's level of competence does not only refer to the quantity of work, but also refers to the quality of his work." This means that someone who has passed certification, in addition to adequate quantity of work, the quality of work is also good. Until now, problems related to teacher conditions still lead to optimal resolution.

These problems include the diversity of teachers' abilities in the learning process and mastery of knowledge; teachers are not worthy of teaching; the absence of an accurate measuring tool to determine the ability of teachers; teacher coaching that is done does not reflect the needs; teachers are not yet professional teacher welfare is inadequate; teacher quality assurance institutions are still limited. Even so, the government always tries to make improvements and solutions to problems. Based on the explanation above, it can be concluded that teachers as professional educators are teachers who are not only satisfied with the skills they already have. A teacher as a professional should strive to develop his knowledge and skills so that he can provide better and more quality service to his students.

Teacher development in improving the work skills of Sigli Vocational High School students is carried out by participating in MGMP activities, providing support for honing skills/skills, continuing higher education in order to produce better quality teachers, and attending PPG/PLPG. Furthermore, teachers can take part in training that supports teacher quality, and actively conduct research. Principals and teachers can also create a learning organizational culture, as well as the reading teacher movement (G2M), teachers do study *tour* or internships in the industry to improve skills and update skills as well as teachers attending training/*workshop* which can develop the potential of teachers to have a positive impact on students/students.

3. Teacher Participation in the Productive Teacher Development and Development Program Conducted by the Principal

Major participation of English "*participate*" which means "take part". According to Davis (Faozan, 2022: 34) participation is: "Mental involvement or thoughts and emotions or feelings of a person in a group situation that encourages him to contribute to the group in an effort to achieve goals". Thus, active involvement in participating is not only in the scope of physical involvement, but includes mental, thought and emotional involvement or a person's

message in a group situation that encourages him to contribute to the group in an effort to achieve goals and take responsibility for the business concerned.

According to Irene (Indrawan, 2020: 17) participation is: "A person's involvement in situations both mentally, in thoughts, emotions and messages, which encourages him to make a contribution in order to achieve the goals set and take responsibility for the activities to achieve these goals." Participation is real involvement in an activity so that participation can be in the form of ideas, constructive criticism, support and implementation of education. In order to achieve the goal of fostering and developing productive teachers as an organization, the MGMP is like an organization in general, the MGMP implements management and its functions, such as: planning, implementing/implementation, and evaluating. The following describes some of the management functions in question.

a) Planning

Planning is a basic process used to select goals and determine the scope of achievement. Planning means trying to use human resources (*human resources*), natural resources (*natural resources*), and other resources (*other resources*) to achieve the goal. A plan is an activity *integrative* which seeks to maximize the overall effectiveness of an organization as a system, in accordance with the objectives to be achieved.

Planning consists of activities that are operated by a manager to think ahead and make decisions now, which make it possible to anticipate and face challenges in the future. The following are planning activities in question: *forecasting*, *establishing objective*, programming, scheduling, budgeting, procedure development, and *establishing and interpreting policies*. Then Stoner and Wankel (Dimiyati, 2019:35) classify plans into two main types, namely: "Strategic plans (*Strategic plan*) and operational plans (*Operational Plan*)". First, the strategic plan, this plan is designed to achieve broad goals, namely to carry out the mission which is the sole reason for the existence of the organization. Strategic planning is the process of selecting organizational goals, determining the necessary policies and programs to achieve certain goals and objectives, and determining the necessary methods to ensure that these strategic policies and programs are implemented. Second, the operational plan, the operational plan provides a description of how the strategic plan is implemented.

So thus teacher participation in the planning carried out for the guidance and development of productive teachers at Sigli Vocational High School is carried out at the beginning of each new school year or the end of the old school year. This is done to see the success or failure of last year's programs and plans that have been implemented. If there are problems or obstacles, the principal and all teachers participate to plan a new program that is even better for the future. All teachers will be involved in every meeting or deliberation related to coaching and developing teachers in order to achieve quality education.

b) Implementation/implementation

Implementation or implementation is a process of applying ideas, concepts, policies or innovations in one practical action so that it has an impact, whether in the form of change, knowledge, skills or values and attitudes. According to Wood (Dimiyati, 2019: 44) that: "Implementation is a process of changing behavior that is directed for the purposes of innovation". This understanding shows that implementation boils down to activities, actions, actions or mechanisms of a system. The phrase mechanism implies that implementation is not just an activity but an activity that is planned to be carried out in earnest based on references to norms to achieve the objectives of the activity.

So thus the teacher's participation in the implementation of all productive teacher coaching and development activities at Sigli Vocational High School is very good, the teachers are consistent to continue upgrade themselves to improve their skills. Teachers consistently participate in MGMP activities, *workshop*, and coaching through supervision, and there is a willingness to continue education.

c) Evaluation

Conceptually there are several terms that are similar to the term evaluation, but these terms have different meanings and meanings. These terms are test, *measurement*, *assessment* and *evaluation*. The test is a specially designed data collection tool, this formulation focuses on the test as a measuring tool. Measurement is a process or activity to determine the quantity of something.

Evaluation is a transliteration from assessment, in this sense, the assessment is not only aimed at mastering one particular field but is comprehensive in nature covering aspects of knowledge, skills, attitudes and values. The term evaluation is a systematic and continuous process to determine the quality (value and meaning) of something, based on certain considerations and criteria in making a decision.

The function of carrying out the evaluation is to obtain a basis for considering a working period, what has been achieved, what has not been achieved, and what needs special improvement. Then to guarantee an effective and efficient way of working that brings educational organizations efficiently and economically. Then to obtain facts about difficulties, obstacles and deviations seen from certain aspects, for example the annual program and study program.

In this case, evaluation is needed to see or measure the success of the teacher skills coaching and development program at SMKN Sigli. If there are problems or obstacles, then the principal and all teachers must participate to evaluate the program, for better improvement in the next academic year. All teachers will be involved in every meeting or deliberation related to the guidance and development of teachers in order to achieve education that is in accordance with the development of science and technology.

Thus it can be concluded that, Sigli Vocational High School teachers always participate in the coaching program carried out by the school. Every time there is a school program such as training/*workshop* whether it is carried out by the service or independently by the school, the teachers are always enthusiastic to follow it. Then between the principal and teachers at SMK Sigli have good cooperation, such as exchanging information related to training/*workshop* or internships in the industry to improve skills (according to their respective majors). At Sigli Vocational School there is also collaboration between teachers and students in producing a product.

4. Conclusion

Based on the results of the research and data analysis that the authors conducted regarding the coaching and development of productive teachers in improving work skills for students at the Vocational High School (SMK) level in Sigli, it can be concluded that: As for coaching in improving the performance skills of productive teachers at the vocational high school level (SMK) in Sigli, including coaching through MGMP, IHT (*in the house training*), making teaching modules, coaching teachers through supervision, and developing pedagogical and professional competencies.

Teacher development strategies in improving the work skills of students majoring in computer and fashion design at the vocational high school (SMK) level in Sigli, namely: continuing higher education, attending training or workshop, creating a culture of learning organization, development through promotion, promotion, assignment of teachers to study *tour* or apprenticeship in the industry to improve skills/*upskilling* and upgrade skills/*reskilling*. As for teacher participation in the productive teacher training and development program carried out by the school principal, it has been very good. Teachers are always enthusiastic in every planned activity and program and are active and creative in adopting ideas or programs to support teaching and learning in class. Teachers are also enthusiastic in participating in each training/*workshop* according to their respective majors so as to improve teacher competence.

In connection with the results of the research that the authors have conducted, the authors should have provided suggestions for input and improvement in coaching and developing productive teachers in improving work skills for students at the Vocational High School (SMK) level in Sigli. The suggestions that the researcher can convey are as follows: In the implementation of teacher training, it is hoped that competent experts in their fields will also be involved so that they can assist teachers in solving any problems experienced to improve teacher work skills.

For school principals to be used as input and information to always try to control the style of action to improve teacher skills, and have various teacher development strategies, as well as have motivation and innovation towards teachers so that professionalism is getting better. Teachers are expected to continue to participate and become material input or information sources so that they always try to improve work skills, add insight and knowledge of teachers in optimizing performance and trying to improve the quality of learning in schools.

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