

THE ROLE OF CONTINUOUS TRAINING IN IMPROVING THE COMPETENCE OF PRIMARY SCHOOL TEACHERS: PERSPECTIVES AND CHALLENGES

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Abstract

Continuous training plays a crucial role in improving the competence of primary school teachers amidst the rapid development of technology and learning methodologies. This article explores how continuous training not only updates teachers' knowledge and skills but also assists in the implementation of relevant new teaching methods. However, the implementation of this training is faced with challenges such as budget constraints, logistical issues and lack of institutional support. Therefore, innovative strategies and effective collaboration from all parties involved are needed to ensure that the training can run well and effectively. The ultimate goal is to ensure that teachers have the competencies needed to guide students towards a brighter future.

Keywords: Role, Continuous Training, Teacher Competence, Primary School.

Introduction

Basic education plays a very important role in building the foundation of knowledge and student character. Teachers as the spearhead in education have a great responsibility in creating an effective and meaningful learning process (Sitopu et al., 2024); (Guna et al., 2024); (Fawait et al., 2024). Therefore, teachers must have high competence, both in terms of pedagogic, professional, personal and social, to be able to carry out their role well.

Primary education is the main foundation in the development of quality human resources. At this stage, children are introduced to basic knowledge that is essential for everyday life, such as reading, writing and counting skills. In addition, primary education also teaches moral and ethical values that become the foundation for children's character and behaviour (Akhmedova, 2024). The formation of a strong character from an early age is very important to produce individuals with integrity, responsibility and empathy for others. Through good primary education, children are equipped with

cognitive and social skills that will influence their performance in later levels of education and in society (Kamal et al., 2021).

Furthermore, primary education plays a crucial role in reducing social and economic disparities. By providing equal access to basic education for all children, including those from underprivileged families, the government can help break the cycle of poverty and provide equal opportunities to achieve a better life (Kamal et al., 2021). Quality basic education also shapes the next generation that is ready to face the challenges of globalisation and technological development. Children who receive a good basic education tend to be highly competitive in the labour market, have the opportunity to create innovations and contribute positively to the nation's progress (Juniarti et al., 2024). Therefore, investing in basic education is a strategic move that not only uplifts the quality of individuals, but also spurs the social and economic development of a country.

However, along with the development of science and technology and curriculum changes, teachers are required to always improve their competence. This is where the role of continuous training becomes crucial. Continuous training is an education and training process that is carried out on an ongoing basis with the aim of improving teachers' professional abilities and skills (Syakhrani & Aslan, 2024); (Sartika & Fransiska, 2024).

Continuous training provides teachers with the opportunity to understand and master new materials, innovative learning methods, and effective classroom management techniques. It also enables teachers to adapt to changes in the world of education so that they can better contribute to improving the quality of education in primary schools (Popadych, 2020).

However, the implementation of continuous training is often faced with various challenges. These challenges include limited time, budget and lack of support from various parties. In addition, teachers' perspectives and readiness to participate in training are also important factors that can affect the effectiveness of the training (Yeonhee, 2020).

In this context, research on the role of continuous training in improving the competence of primary school teachers is very relevant. This research will not only provide a deeper understanding of the impact of continuous training on teacher competencies, but will also identify various perspectives and challenges faced in the implementation of such training.

Research Methods

The study in this research uses the literature method. The literature research method is an approach that collects, assesses and analyses written sources relevant to the research topic. This method involves an in-depth study of academic journals, books, research reports, dissertations, articles, and other sources that have scientific

credibility. The purpose of literature research is to summarise existing findings, identify patterns or trends in previous research, and find gaps that remain unanswered by previous research (Hidayat, 2009); (Afiyanti, 2008). The steps in this method include literature search, selection of relevant sources, synthesis of information, and critical evaluation of the reliability and validity of the data collected. By using the literature research method, researchers can build a strong theoretical basis for their own research as well as provide a broader context to the problem being studied (Syahrizal & Jailani, 2023).

Results and Discussion

Continuous Training and Improving Teacher Competence

Continuous training is an educational process that is carried out continuously to improve the knowledge, skills, and abilities of individuals in the work environment. The main purpose of this training is to ensure that workers can continuously adapt to changes in technology, work methods, and dynamic industry needs (Bahriadi et al., 2022). The concept of continuous training emphasises the importance of lifelong learning, where individuals are encouraged to continuously develop their competencies throughout their careers. This can be done through various forms such as formal courses, workshops, seminars, on-the-job training, and professional development programmes tailored to specific roles. As such, continuous training helps to create a workforce that is more productive, innovative and ready to face new challenges (Sabariah et al., 2024).

Furthermore, continuous training is not only beneficial for individuals, but also provides strategic advantages for organisations. By investing resources in continuous employee development, organisations can improve operational effectiveness, increase job satisfaction and reduce employee turnover rates. In addition, continuous training can also encourage creativity and innovation within the organisation, as trained employees tend to be more open to new ideas and more efficient approaches (Kurbanov, 2024). Organisations committed to continuous training also demonstrate corporate values and culture that care about individual development, which not only strengthens the company's image but also attracts quality talent to join. Thus, continuous training is an important element in a human resource development strategy that focuses on long-term sustainability and success (Nugraha et al., 2021).

Then, teacher competence refers to a set of knowledge, skills, attitudes, and behaviours that an educator must have to teach effectively and professionally. These competencies include pedagogical aspects, where teachers are able to design and implement effective learning strategies; professionalism aspects, which include mastery of the subjects taught and commitment to continuous self-development; and social and

personal aspects, which require teachers to have good communication skills, empathy, and skills in building positive relationships with students, parents, and colleagues (Nugroho et al., 2022). By having high competence, teachers are not only able to improve the quality of the teaching and learning process but also significantly contribute to the holistic development of students' character and academic abilities (Xamidjanovna, 2024).

Continuous training is an educational process that is held continuously to ensure the development and improvement of individual professional abilities, including teachers. In the context of education, continuous training for teachers is vital to ensure they can keep abreast of the latest developments in teaching methodologies, educational technology and curriculum. Through continuous training programmes, teachers also have the opportunity to update their knowledge, hone their teaching skills and develop more effective learning strategies to improve student learning outcomes (Judijanto et al., 2024); (Iksal et al., 2024); (Irwan et al., 2024).

Improving teachers' competencies through continuous training covers various aspects, ranging from pedagogical competencies, where they learn about various innovative teaching methods and techniques, to professional competencies such as in-depth understanding of subject matter and skills in using technology in the classroom. In addition, the social and personal aspects of teachers' competencies are also strengthened, with training focusing on developing effective communication, the ability to build positive relationships with students, and managing an inclusive and dynamic classroom. Thus, continuous training not only improves teaching quality but also enhances teachers' professional balance and well-being (Utari et al., 2023).

By continuing to follow ongoing training, teachers can respond to increasingly complex and dynamic educational challenges. It also helps them in addressing the diverse learning needs of students, as well as building an innovative and responsive learning environment. Ultimately, teachers' improved competence through continuous training will contribute significantly to improving the overall quality of education. In addition, it also supports their professional development, increases job satisfaction, and fosters an attitude of lifelong learning that is essential in the education profession (Laksmi et al., 2024).

Thus, continuous training is key to improving teachers' competencies, covering pedagogical, professional, social and personal aspects. Through continuous training, teachers can ensure their knowledge and skills are always relevant to the latest developments, ready to face dynamic educational challenges, and able to provide high-quality teaching. Ultimately, this improvement in competence not only benefits teachers themselves but also positively impacts the quality of education and the holistic development of students.

Teachers' Perspectives on Continuous Training

Teachers' attitudes towards continuous training generally vary widely depending on their personal experiences and professional backgrounds. Most teachers recognise the importance of this training for their professional development. They see continuous training as an opportunity to update their knowledge and skills, which in turn can improve their confidence and teaching effectiveness in the classroom (Sholeh et al., 2021). However, this positive attitude can be influenced by factors such as the quality of the training provided, the relevance of the material, and the extent to which the training is tailored to teachers' specific needs (Citriadin & Hakim, 2021).

Teachers' views on continuous training are also influenced by how educational institutions support and facilitate these activities. Teachers who work in environments where continuous training is prioritised and adequately supported tend to have more positive views. They feel valued and supported in their professional journey. In this context, training contributes positively not only to unilateral individual development, but also to teamwork and the strengthening of a community ready to adapt to changes in curriculum and pedagogy (Mukoviz, 2021).

Teachers' experiences of ongoing training can vary, depending on many factors such as the structure of the training, the delivery method, and participant engagement. Teachers who have interactive and applicable training experiences usually feel more satisfied and motivated to implement what they learnt. Conversely, training experiences that are overly theoretical and lack relevance to their teaching context may lead to scepticism about the benefits of the training programme. Therefore, personalisation and adaptation of training programmes to the real needs of the field is essential (Baidiuk, 2022).

Thus, these attitudes, views and experiences point to the importance of the design and implementation of high-quality, relevant and responsive ongoing training for teachers. Well-designed and effectively executed training can transform negative attitudes into positive ones and strengthen teachers' commitment to lifelong learning. Therefore, the active involvement of teachers in the design and evaluation of ongoing training programmes is crucial for the training to truly have a significant impact on the quality of education and teaching in the classroom.

Challenges in Continuous Training Implementation

Continuous training delivery is often faced with the challenge of limited budgets. Many educational institutions have to operate with minimal financial resources, making it difficult to provide high-quality training on a consistent basis. This forces institutions to look for alternatives that may be less effective, such as online training that is not interactive or a lack of experienced and competent trainers. This challenge requires creativity in finding solutions, such as establishing partnerships with third parties or utilising technology to cut costs without compromising the quality of training (Lyulchenko & Suslo, 2022).

In addition to financial factors, logistical challenges are also an obstacle in the implementation of continuous training. Scheduling training to fit into school schedules and not disrupt teaching and learning can be tricky. Teachers often have to juggle between teaching obligations and the need to attend training, which can lead to fatigue and demoralisation. Institutions need to ensure flexibility in scheduling and training methods that allow teachers to participate without being distracted by their daily responsibilities (Kustanto, 2023).

Another challenge lies in the relevance and quality of training materials. It is not uncommon for training to be unrelated to the local context or the specific needs of teachers in the field, so participants do not feel motivated to make the most of it. The lack of customisation of training materials based on teacher feedback often makes the training ineffective. To address this, it is important to involve teachers in the training planning process, ensuring that materials are relevant and applicable (Bentri & Hidayati, 2023); (Paryati, 2021).

Finally, there are challenges in terms of support from management and the culture of the educational institution itself. Without the full support of school leaders and colleagues, teachers may not feel encouraged or motivated to attend the training. A school culture that does not support continuous learning can reduce the positive impact that training should have. Therefore, creating an environment that prioritises professional development and values teachers' active participation in ongoing training is key to overcoming this challenge.

Conclusion

Continuous training plays a vital role in improving the competence of primary school teachers, especially in this ever-evolving and increasingly digitalised era. By attending ongoing training, teachers can update their knowledge and skills, thus providing more effective and relevant teaching for students. It also helps teachers to understand and implement new teaching methods, which can improve the overall quality of education.

However, while the benefits of continuous training are clear, implementation is not easy and is faced with many challenges. These include budget constraints, logistical and scheduling issues, relevance of training materials, and lack of support from school management and institutional culture. Overcoming these challenges requires innovation in training design and implementation, as well as commitment from various parties to create an enabling environment for continuous learning.

Therefore, despite these challenges, it is important for all parties involved in education to continue to support and optimise continuous training for teachers. Through collaborative efforts between the government, educational institutions and school communities, it is hoped that the competence of primary school teachers will

continue to improve. That way, they can provide the best education and shape a superior future generation.

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