

Increasing Teacher Competency Through Training and Person Job Fit

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Abstract

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This study aims to explore the effect of training and suitability between individual characteristics (person-job fit) on increasing teacher competence in the digital era using a qualitative approach. Amid the transformation of education by digital technology, it is important to understand how individual training and suitability for work demands play a role in developing teacher competency. This research method uses in-depth interviews with headmasters of experienced teachers from various backgrounds at Madrasah Aliyah. The results of this study reveal that training has a significant role in enriching teachers' knowledge, skills, and understanding of the use of technology in learning. Teachers who attended the training reported increasing their ability to face technological challenges and optimize teaching potential in the digital age. In addition, the suitability of individual characteristics with work tasks in the digital era also influences how teachers can more effectively integrate technology in education. This research indicates that a combination of training that is tailored to individual needs and the degree of suitability to job demands can positively affect teacher competence in the digital age. These findings make an important contribution to the development of better professional development strategies to support teachers in coping with educational changes caused by technology.

Kata kunci:

Pelatihan,
Person Job Fit,
Kompetensi Guru,
Era Digital.

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi pengaruh pelatihan dan kesesuaian antara karakteristik individu (person-job fit) terhadap peningkatan kompetensi guru di era digital dengan pendekatan kualitatif. Di tengah transformasi pendidikan oleh teknologi digital, penting untuk memahami bagaimana pelatihan dan kesesuaian individu dengan tuntutan pekerjaan berperan dalam mengembangkan kompetensi guru. Metode penelitian ini menggunakan wawancara mendalam dengan kepala madrasah guru berpengalaman dari berbagai latar belakang di Madrasah Aliyah. Hasil penelitian ini mengungkapkan bahwa pelatihan memiliki peran yang signifikan dalam memperkaya pengetahuan, keterampilan, dan pemahaman guru terhadap penggunaan teknologi dalam pembelajaran. Guru-guru yang mengikuti pelatihan melaporkan peningkatan kemampuan mereka dalam menghadapi tantangan teknologi dan mengoptimalkan potensi pengajaran di era digital. Selain itu, kesesuaian karakteristik individu dengan tugas-tugas pekerjaan di era digital juga mempengaruhi bagaimana guru dapat lebih efektif mengintegrasikan teknologi dalam pendidikan. Penelitian ini mengindikasikan bahwa kombinasi antara pelatihan yang disesuaikan dengan kebutuhan individu dan tingkat kesesuaian dengan tuntutan pekerjaan dapat secara positif mempengaruhi kompetensi guru di era digital. Temuan ini memberi sumbangan penting bagi perkembangan strategi pengembangan profesional yang lebih baik dalam mendukung guru dalam menghadapi perubahan pendidikan yang disebabkan oleh teknologi.

INTRODUCTION

Education in the digital era has brought major changes in the way teachers manage learning and interact with students (Halimah, 2023). With this change, teachers must have knowledge relevant to technological advances and contemporary learning approaches (M.F.A. Bima Sakti, 22 C.E.). In this case, the concept of "Person-Job Fit" and training becomes very important to ensure that teachers have the knowledge and skills appropriate to the demands of their work in an increasingly digital educational environment. (Saputra, 2022). In an age where technology continues to change and influence learning, teachers must have competencies that go beyond academic knowledge (Karim, Kartiko, Daulay, & Kumalasari, 2021; Muzakir & Susanto, 2023). Training plays an important role in connecting teachers' need to understand the latest technologies and how these technologies can enhance students' learning experiences. In the digital age, good training will give teachers the skills and resources necessary to create relevant and engaging learning environments (Darmaji, Purwaningsih, Lestari, & ..., 2023; Mesra, Anton, Monica, & Iskandar, 2023).

The concept of "Person-Job Fit" refers to the extent to which an individual's personal characteristics, abilities, and interests match the demands of the job at hand. (Astuti & Amir, 2023; Boon & Biron, 2016). In the context of this research, "Person-Job Fit" describes the extent to which teachers' personal competencies and characteristics match the needs of their work as educators in the digital era. Teachers who have a good person-job fit are more likely to feel motivated, confident, and able to overcome challenges that arise in an ever-changing learning environment. (Muhammadiyah, 2021). The important points in personal job fit are skills and qualifications, technical abilities, interests and desires, values and personality, cognitive abilities and leadership skills, work style and environment, team compatibility, and organizational culture, physical characteristics or health, response to challenges and work, and others. Lastly, motivation from within and from outside (Arista, Mariani, Sartika, Murni, & Harahap, 2023; Idrus, Mohzana, Jarmita, Rahman, & Shobri, 2023; Nurkhasanah, Barnoto, Hasan, & Ashari, 2023; Saputro & Darim, 2022). Research conducted by (Widyastuti & Ratnaningsih, 2020) person's job fit has a good impact on job satisfaction. (Sudiyani & Sawitri, 2021) Person job fit influences a person's competence at work.

This research aims to look for differences and sharpen the results of previous studies, so that researchers create research questions that can be the focus of this research. The first is how training and person job fit can improve teacher competence in the digital era. This question will be asked to people who have knowledge about training and person job fit. Second is how teachers respond to increasing competence in the digital era. This question will focus on gathering information on what things are done to improve competence.

It is in this context that this research becomes relevant, thus, this research will not only provide insight into the importance of training in improving teacher competence, but also about how the match between individual characteristics and job demands can influence the effectiveness of such training. Through this approach, this research seeks to contribute to the development of professional development strategies for teachers in the digital era. It is hoped that the results of this research will provide guidance for educational institutions and policy makers to design more effective training programs, as well as increase understanding of how teachers' personal factors can influence the outcomes of these training efforts..

RESEARCH METHOD

The object of this research is Madrasah Aliyah which is located in Prigen sub-district, Pasuruan Regency. This location was chosen because it is unique in its location in the countryside but has good accretion. This type of research is qualitative research. Qualitative research is usually conducted in complex contexts and is not easily measured by numbers, and the focus of the research is an in-depth understanding of the phenomenon, context, process and meaning. (Moleong, j, 2006; Murdiyanto, 2020). This research uses a case study approach. The object of this research is Madrasah Aliyah which is located in Prigen sub-district, Pasuruan Regency.

In collecting data in this research, structured in-depth interview techniques were used with madrasa heads and several teachers (Dr. Umar Sidiq, M.Ag Dr. Moh. Miftachul Choiri, 2019). Waktu penelitian yang digunakan pada penelitian ini antara bulan februari hingga April 2023. This was done to create a sense of comfort and no sense of suspicion between researchers and informants (Slamet, Abdullah, & Laila, 2022). The way to select informants is to use random methods but have certain knowledge and competencies based on the needs of the research.

The validity of the data in this research involves the concept of "trustworthiness" or credibility (Hanson, Plano Clark, Petska, Creswell, & Creswell, 2005). This means that the data and findings produced are accurate and represent the true perspectives of the participants. Strategies for testing qualitative validity include triangulation (using multiple data sources or methods), checking with participants (Grbich, 2022). Reliability in this research is referred to as reliability or dependability (Given, 2012). This relates to the extent to which research findings and interpretations can be repeated with consistency if the research is conducted again in the same context. To test the data, the validity of the data is used using the data credibility test, transferability test, dependability test, confirmability test (Miles & Huberman, 2014).

RESULTS AND DISCUSSION

Results

Training on Teacher Competencies in the Digital Era

In the current digital era, it is very important to develop teachers' abilities to utilize technology, so that teachers do not become technologically illiterate and are creative in developing learning media, as stated by teachers at Madrasah Aliyah with the question of how the training you received prepared you to face challenges. learning in the digital era? Teacher A gave the following answer. *"The training I received provided a deeper understanding of the various technological tools that can be used in learning. I now feel better equipped to select and integrate these tools into the curriculum to increase student interactivity and engagement"*

With the same statement, teacher "B" gave an answer that had the same meaning regarding the training received by teachers in facing learning challenges in the digital era. The following is the answer from teacher "B". *"The training has prepared me to overcome technical challenges that may arise when using digital learning platforms. I have better skills in managing devices and solving technical problems, so learning can go more smoothly."*

This was further reinforced by the statement made by the head of the Madrasah Aliyah, stating:

"By providing training opportunities, teachers will gain insight into how to design learning that is more appropriate to students' learning styles in the digital era. I now focus more on a student-centred approach, giving them the opportunity to collaborate and be creative through digital projects"

Training is very necessary because it can help develop more adaptive learning methods as described by the teacher below:

“With the training, I started by choosing technological tools that were appropriate to the learning material and my learning objectives. For example, I use online learning platforms to assign assignments, collect student work, and interact with them online, in addition, I am able to adopt a project-based learning approach that allows students to apply their knowledge through the creation of digital content, such as videos, presentations, or blogs. This not only improves their understanding, but also develops technology skills”

This is reinforced by the head of the curriculum field that teachers are creative using creative content as well as visual and audio media. The following is a statement from the Deputy Head of Curriculum:

“Teachers are looking for tools that make it possible to create interactive learning content, such as online quizzes or presentations that students can explore. This helps maintain students' interest and allows me to gauge their understanding in more detail, plus teachers incorporate lots of images, videos and audio in their presentations or learning materials and this helps visualize complex concepts and makes learning more interesting.”

According to several students whose statements are summarized, it shows that teacher learning after participating in digital training becomes more enjoyable, such as during independent learning and during learning inside and outside the classroom, as expressed by one student as follows:

“Now many teachers direct students to online resources that are appropriate to the times, such as providing video tutorials or articles on Google Drive, which allow students to explore topics independently. This allows us to learn independently, and also, teachers use tools that allow us as students to continue learning outside the classroom, such as online discussion platforms, forums, or reminder apps.”

Based on these descriptions, training has a very vital role in education today which uses a lot of digital lessons. By implementing this approach, researchers saw increased student participation, better understanding, and a sense of enthusiasm for learning. The training has provided a strong foundation for me to adapt traditional learning methods into a digital environment, so that students can gain maximum benefit from their learning experience.

Person Job Fit to Teacher Competency in the Digital Era

Person job fit has a strong correlation with teacher competency in the digital era. As stated by the principal, Person-Job Fit refers to the extent to which an individual's characteristics, skills, values, interests and preferences match the demands and characteristics of the work they do. In the context of teachers in the digital era, the match between individual characteristics (teachers) and job demands (teaching in the digital era) can have a positive impact on teacher competence and performance. The following is the statement of the madrasah principal regarding teacher person job fit:

"Teachers who are in line with their interests will have high work involvement and motivation, the ability to learn and adapt quickly."

The principal's answer to the question about how teachers feel about the match between the teacher's personal characteristics and the demands of work as a teacher in the digital era, is as follows:

"I believe that teachers at this school feel increasingly aware and recognize the importance of compatibility between their personal characteristics and the demands of work as a teacher in the digital era. Through interactions and observations, I have heard various views and experiences from teachers regarding this matter. Some teachers stated that they felt very comfortable with the use of technology in learning. They have a strong interest in technology, as well as sufficient technical skills, so they feel more confident and ready to adopt digital tools in their teaching methods. This alignment gives them an advantage in designing innovative and engaging learning experiences for students".

The results of this statement were also strengthened by the teacher's answer :

"As someone who has always been interested in technology and has an interest in understanding how new tools work, I feel comfortable using technology in learning. My ability to understand and master various digital tools has helped me integrate technology into my learning methods smoothly.

Other teachers who did not want their identities revealed by researchers explained that my suitability for work in the digital era is also reflected in my ability to adapt quickly to change.

"In an increasingly dynamic and changing learning environment, the ability to overcome new challenges and adapt learning approaches becomes more important. I feel that my characteristics of flexibility and creative thinking ability contribute to the fit".

Overall, I see the match between my personal characteristics and the demands of working as a teacher in the digital era as an opportunity to continue to grow, innovate, and provide meaningful learning experiences for students. I am committed to continuing to learn and develop myself so that I can provide the best in facing the challenges and opportunities in the increasingly digital world of education

DISCUSSION

Pelatihan dan person job fit Terhadap Kompetensi Guru Di Era Digital

One of the training theories in learning is collaborative theory (Wikipedia, 2010) This theory focuses on the understanding that a teacher is a learner all the time who requires continuous development. According to this theory, effective teacher training involves opportunities for teachers to reflect on their practice, checking understanding

Training provides teachers with a deeper understanding of relevant technologies in education (Hoesny & Darmayanti, 2021; Putri, Kuswoyo, Gulo, Ngestirosa, & Febrina, 2023). They become familiar with software, applications, learning platforms, and technology tools that can increase learning effectiveness. Teachers can utilize these various tools to make learning materials more interesting, interactive, and appropriate to students' learning styles. In addition, through training, teachers learn how to develop learning methods that are more interactive and relevant to the digital world. They can use technology to design assignments that actively engage students, collaborate, and create. This stimulates active participation of students and increases engagement in the learning process, further training helps teachers overcome challenges in managing technology in the classroom environment. They learn how to manage devices, troubleshoot technical issues, and keep students focused while using technology. With these skills, teachers can create an orderly and efficient learning environment (Fikriyati, Katoningsih, & Hasan, 2023; Harahap, Jimmi, Pattiasina, Trinova, & Damayanto, 2022).

Training often includes an introduction to how to collect, analyze, and use data to inform instructional decision making. Teachers can track student progress and design

learning plans tailored to individual needs based on the data obtained. Training that is often carried out in the digital era often presents rapid technological changes. Through training, teachers are taught to adapt to these changes quickly and effectively. They become more open to continuous learning and are ready to change their learning practices in accordance with new technological developments

In the digital era, communication via digital media has become very important. Training helps teachers improve their ability to communicate effectively via email, social platforms, online forums, and other digital communication tools. This ability is important for interacting with students, parents, and fellow teachers efficiently. By understanding how to integrate technology into learning, teachers can create more engaging and meaningful experiences for students. They can stimulate students' creativity by allowing them to use a variety of media to express their understanding. Through training, teachers can utilize technology to provide more contextual and personalized learning (Dian, Indayanti, Fanani, & Nurhayati, 2023; Komariah & Nihayah, 2023). They can identify and provide resources that suit students' individual interests, learning styles, and developmental levels (Fawzi & Dodi, 2022; Nilda, Hifza, & Ubabuddin, 2020). Teachers who are competent in the use of technology gain a competitive advantage in the job market. Relevant training can help them strengthen their professional portfolio and enhance career opportunities.

His commitment to continuous learning and self-development is key in maintaining the competence and quality of your teaching in the ever-evolving digital era. A meaningful learning experience for students is indeed one of the main goals in education, and your suitability to the characteristics of work in the digital era will help you achieve that goal.

The main impact of training is to improve the overall quality of learning. Teachers who are more technologically competent tend to provide better learning experiences, prepare students for the digital world, and stimulate their interest in learning. Overall, training has a fundamental impact on teacher competency in the digital era. This not only improves technical skills, but also allows teachers to create dynamic learning environments, interact with students in more effective ways, and provide relevant and meaningful education in an ever-evolving digital context.

His commitment to continuous learning and self-development is key in maintaining the competence and quality of your teaching in the ever-evolving digital era. A meaningful learning experience for students is indeed one of the main goals in education, and your suitability for the characteristics of work in the digital era will help you achieve this goal. Training provides the knowledge, skills and tools needed to face the challenges of learning in the digital era. Teachers who undertake relevant training will have a better understanding of the use of educational technology, technology-based learning strategies, and how to integrate digital tools into the curriculum. Thus, training helps teachers to improve their competence in facilitating adaptive learning by making optimal use of technology.

The influence of training contributes to the holistic development of teacher competence. Teachers not only have strong technical abilities, but also have the social, pedagogical and managerial skills necessary in a digital environment. They can face complex challenges with confidence, manage well-diversified classes, and apply learning methods that suit the characteristics of digital students.

The results of this research are in line with previous research which states that as a teacher you must have special skills so that training becomes very important. (Notanubun, 2019). (Santoso, 2018) revealed that in the era of digitalization teachers must frequently participate in training to increase competence and teachers do not become confused about technology.

Teacher Responses to Increasing Teacher Competency in the Digital Era

(Mekić & Mekić, 2014) which describes six different personality types and relates them to the appropriate types of jobs. Holland believes that individuals will feel more satisfied and successful in jobs that match their dominant personality in one of the six types. Meanwhile, Amy Kristof-Brown was quoted again by (Verquer, Beehr, & Wagner, 2003) the concept of "Person-Job Fit" which includes the match between individual characteristics (such as personality and skills) with concrete job demands. (Karlen, Hirt, Jud, Rosenthal, & Eberli, 2023) The results of his research revealed that teachers have a dual role as independent learners and SLRs

The impact of person-job fit on teacher competence in the digital era is very important, because the match between individual characteristics and job demands has a profound influence on job performance and satisfaction. In the context of education in the digital era, where job demands continue to grow, person-job fit can make a significant contribution to increasing teacher competency. Teachers who feel suited to the demands of work in the digital era tend to be more motivated and involved in their work. They feel that their work aligns with their personal interests, values, and skills, which ultimately increases their commitment to the tasks at hand. The match between individual and job characteristics helps teachers understand more deeply the challenges and opportunities that exist in the digital era educational environment. They can respond better to change and develop strategies to overcome obstacles that arise.

Teachers who have good person-job fit tend to be more open to learning and adaptation. They are ready to develop new skills in accordance with technological developments and job demands. This capability becomes increasingly important in an era where technological change occurs rapidly. The match between individual and job characteristics can have a positive impact on teacher performance. Teachers who feel suited to their duties and responsibilities tend to be more productive, efficient, and able to produce better results in an increasingly digital work environment. Person-job fit contributes to increasing teacher job satisfaction. When teachers feel that their work aligns with their identities, values, and preferences, they tend to feel more satisfied with their jobs. High job satisfaction can increase teacher retention and have a positive impact on the learning environment. Teachers who are well suited to the demands of work in the digital era have more opportunities to develop creativity and innovation in learning. They can combine personal interests and expertise with new technologies to design unique and engaging learning approaches.

The impact of person-job fit helps form a strong professional identity for teachers in the digital era. They feel that their work reflects who they are as educators and how they can make unique contributions to digital education (Rosyidi & Rosikh, 2022). Overall, person-job fit has a broad and deep impact on increasing teacher competency in the digital era. The match between individual characteristics and job demands influences teacher motivation, performance, adaptation, and satisfaction, ultimately shaping a better learning experience for students in an increasingly digitalized world (Ikramullah & Sirojuddin, 2020; Putra, Ma'ruf, Yunus, Harmen, & Amin, 2023).

Person-job fit, or the match between teachers' personal characteristics and job demands in the digital era, plays an important role in optimizing the impact of training. Teachers who have personal characteristics that suit the demands of digital work tend to more easily absorb and apply the knowledge gained from training. They will feel more confident in integrating technology into

teaching and respond better to change (Amelia, Aprilianto, Supriatna, Rusydi, & Zahari, 2022; Azwar, 2022).

It is important to remember that teachers' reactions to increasing competence in the digital era can vary greatly and depend on individual context. Therefore, an inclusive approach, tailored support and effective training programs will go a long way in ensuring that all teachers can feel comfortable and ready to face the challenges and opportunities in an increasingly digital world of education (Fauzi & Kartiko, 2023; Indayanti, Atqiya, & Badrudin, 2022). What needs to be anticipated is the existence and concern, this is because not all teachers may feel comfortable or confident with technological developments. Some may feel concerned about technical difficulties, changes in teaching methods, or even uncertainty about the impact of technology on more traditional student-teacher interactions. So support is needed so that teachers who feel awkward or lack confidence in dealing with technological changes may need additional support. Support from fellow teachers, principals, or mentors in the form of guidance, advanced training, and technology coaching sessions can help them feel more comfortable and confident. These results support the research conducted by (Howard, Chan, & Caputi, 2015; Laili, Supriyatno, & Gafur, 2022).

CONCLUSION

Targeted training and good person-job fit play an important role in creating an effective and relevant learning environment. Targeted training: In the digital era, teachers must be provided with training related to the use of educational technology, digital tools, and online learning strategies. This training is not only about technical aspects, but also about how to integrate technology into the curriculum and teaching methods. Targeted training enables teachers to address emerging challenges with confidence and creativity. Optimal Person-Job Fit: The match between teacher abilities, interests, and personality with job demands in the digital era is very important. Teachers who have an interest and skill in using technology and are flexible in dealing with change are more likely to be successful in a digital learning environment. Optimal person-job fit helps reduce mismatch and frustration, and improves teacher satisfaction and performance

This research has a theoretical contribution that can be used as a reference for future researchers regarding human resources that will continue to develop in the future. Meanwhile, practically this research can be applied in school organizations by providing continuous training between one and another related to technology, while person job fit for leaders can identify teachers' interest in additional tasks other than teaching and learning activities to be optimal.

Meanwhile, the limitations of this research lie in the minimal research time of only a few months, apart from that, the relatively small population or objects can still be developed further to make the research results more consistent. Another limitation is that the number of variables studied is relatively small, considering the broad scope of human resource variables, so that in future research other variables can be added that were not examined in this study.

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