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Implementation of Education and Training Management (Diklat) for the Development of Teacher Professionalism at SMK Cerdas Murni School

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Abstract: Teacher professionalism is a critical factor in improving the quality of education, requiring continuous enhancement through structured education and training (diklat) programs. This study aims to explore how the management of education and training is implemented to support teacher professionalism at SMK Cerdas Murni. Employing a descriptive qualitative approach, data were collected through interviews, observation, and documentation from key stakeholders including the school principal and teachers. The results reveal that the planning of training programs is conducted systematically and collaboratively, aligning with teachers' actual needs identified through supervisory reports and curriculum implementation analysis. Training activities are implemented flexibly with competent facilitators and adopt practical methods such as simulations and project-based learning (P5), fostering both pedagogical and professional competencies. Evaluation is performed multilaterally, incorporating feedback and supervision, which informs continuous program improvement. The study concludes that effective training management—encompassing well-planned, contextually implemented, and continuously evaluated programs—has significantly enhanced teachers' confidence, innovation, and collaboration, positioning diklat not just as an administrative requirement but as a transformative professional and spiritual process.
Keywords: Training Management; Teacher Professionalism; Education and Training; Vocational School; Competency Development

Education is the main foundation in a nation's development, and teachers play a central role in ensuring the quality of educational processes and outcomes (Learning Policy Institute, 2014). Amid the challenges of globalization, technological advancement, and the complexity of 21st-century learners' needs, teachers are required to possess a high level of professionalism (Freeman, 2024). This professionalism includes four core competencies: pedagogical, personal, social, and professional, as regulated in Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan. Developing teacher professionalism cannot rely solely on teaching experience but requires systematic intervention, one of which is through education and training (Nasution dkk., 2024); (Phillips et al., 2016); (Silina-Jasjukevica, 2025).

Research shows that well-designed training can strengthen content mastery, teaching strategies, and technological competence (Elitok Kesici & Cavus, 2019). Meta-analytical studies indicate that

effective professional development must be collaborative, continuous, and rooted in real classroom practices (Freeman, 2024; (Colvin & Croft, 2014). Thus, training should not be viewed as a formality but rather as a strategic investment in the quality of national education (Siliņa-Jasjukeviča et al., 2025); (Tanjung dkk., 2024; (Mubarok, 2024)

Training is one of the key strategies to improve teacher quality and capacity (Thao et al., 2022). Not only as a medium for knowledge transfer, training also serves as a comprehensive learning process that enhances content mastery, teaching methods, technological skills, and classroom management (Lange, 2025); (Freeman, 2024). However, the effectiveness of training largely depends on the quality of its management from planning and implementation to evaluation (Sudan, 2022). Systematic and needs-based training management will ensure that the training is relevant and has a real impact on teaching practices (Global Partnership, 2025).

Previous research by (Zubaidah, 2021) shows that education and training designed with a systematic approach (needs analysis, implementation, and follow-up) significantly improved teacher professionalism. Another study by (Rasyid, 2020) highlights that training without continuous evaluation tends to have little impact on teachers' behavioral change in practice. This means the effectiveness of training programs depends greatly on the quality of their management. Various studies have shown that training designed with a systemic approach can encourage positive changes in teachers' attitudes and skills (Phillips et al., 2016; Freeman, 2024; Siliņa-Jasjukeviča et al., 2025). The latest meta-analytical study emphasizes that elements such as sufficient duration, mentor support, and a focus on real practice are critical to training success(Sims et al., 2023). Moreover, active teacher involvement in reflective processes and post-training follow-up is key to maintaining the training's long-term impact. However, most previous research has focused on training management in general primary and secondary schools, with little attention paid to vocational education (Siliņa-Jasjukeviča et al., 2025; (Comert, 2018). In fact, vocational high schools (SMK) have unique characteristics and needs, especially regarding practical skills and links to the world of work (Lange et al., 2025; (Talafian, 2023). This gap underscores the importance of exploring how training management is implemented specifically and deeply within the SMK environment (Zhou et al., 2022).

Teacher training in SMK environments not only addresses general pedagogical aspects but also the integration of industrial technologies and the development of soft skills aligned with labor market needs (Lange, 2025). However, the literature on training management practices in vocational schools in Indonesia remains very limited, so findings from this context could offer unique contributions to improving policy and practice. SMK Cerdas Murni has independently conducted education and training (diklat), but still faces challenges in terms of management, particularly in organizing teachers' training needs. Irregularities in determining who should attend training and the frequent sudden nature of implementation indicate the absence of a structured and data-based system. Without clear organization, training becomes less targeted and difficult to evaluate in terms of effectiveness. This condition highlights the need to strengthen the training management system at the school unit level so that training activities

can be designed in a structured and sustainable manner, in accordance with the school's internal needs to optimally improve teacher competence.

The scientific novelty of this study lies in the integration between training management theory and empirical practice in vocational school settings, which have not been widely explored in previous studies. The findings of this research are expected to provide a conceptual contribution to the field of education management and practical input for schools in designing more targeted and impactful training programs to improve teacher quality (Ulandari & santaria, 2020; Rukmini dkk., 2022)

METHOD

This research uses a qualitative descriptive approach. This approach was chosen because it is considered the most appropriate for revealing and understanding the managerial processes in the implementation of education and training (diklat) that support the development of teacher professionalism at SMK Cerdas Murni. The focus of the research lies on the planning, implementation, and evaluation processes of the training conducted by the school, as well as the teachers' experiences in participating in the program. The research was conducted at SMK Cerdas Murni, located in Tembung, Deli Serdang Regency, North Sumatra. The school is accredited with an A rating and has 18 teachers and 178 students. The data collected is divided into two types: primary and secondary data. Primary data were obtained through interviews with the school principal, teachers, and training organizers. Meanwhile, secondary data were gathered from school documents, training activity reports, and relevant academic literature.

Data collection techniques included semi-structured interviews to obtain in-depth information, passive participatory observation to directly observe the training process without involvement, and documentation to obtain written evidence such as activity reports and training materials. These three techniques were used simultaneously to gain a comprehensive and in-depth picture of the implementation of training management at the school. Data analysis was carried out using the model by Miles et al., (2013) which consists of three stages: data reduction, data display, and conclusion drawing. To ensure the validity of the data, triangulation of sources, methods, and theories was used. This triangulation was carried out by comparing information from various informants, employing multiple data collection techniques, and verifying findings with relevant theories. Therefore, the results of the study are expected to be valid and reliable.

RESULTS AND DISCUSSION

RESULTS

Planning of Education and Training (Diklat)

The planning of training (diklat) at SMK Cerdas Murni is carried out systematically and integratively, marked by the preparation of the training program at the beginning of the academic year as part of the school's work plan. Based on interviews with the school principal, it was found that training

planning is conducted by involving various parties, including the principal, vice principal for curriculum affairs, and the head of the expertise program. This process reflects a collaborative approach in formulating training needs that are in line with the conditions and needs of the teachers. These results are also consistent with the documentation findings presented in Figure 1.

Training needs are not determined subjectively but through objective instruments such as learning supervision results, curriculum implementation reports from teachers, and analysis of online-based education report data. One important indicator in determining the training theme is the gap in teacher competencies in response to changes in education policy, such as the Merdeka Curriculum. The principal mentioned that the training is more focused on strengthening pedagogical and professional aspects, as these two areas have a direct impact on teaching ability and learning management.

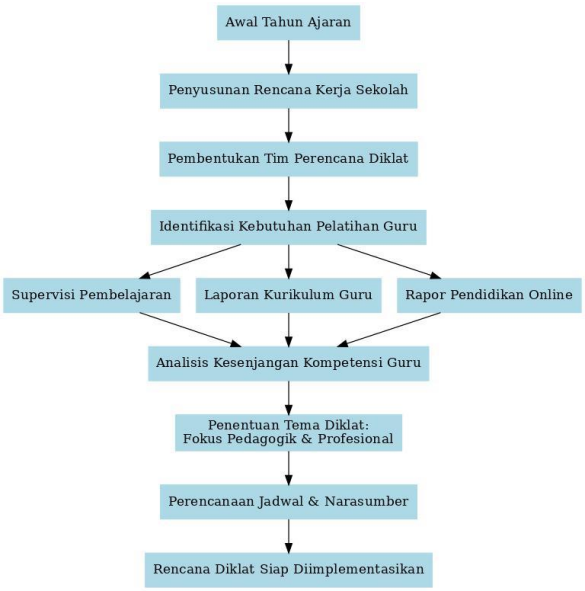

Figure 1. Flowchart of Training Planning
Source: Researcher, 2025

This is supported by the statement of one of the teachers, who expressed that the training helped them understand curriculum changes and improved their understanding of student needs. This means that the training planning process is not merely administrative but also reflective of real needs in the field. Needs-based planning like this becomes the foundation for effective and meaningful training.

Implementation of Education and Training (Diklat)

The implementation of training (diklat) at SMK Cerdas Murni demonstrates flexibility and efficiency in managing time and resources. Based on interview results, training can be conducted during school holidays or school hours, as long as it does not disrupt the teaching and learning process. This indicates that school management pays attention to balancing the improvement of teacher competencies with the smooth running of student learning activities Speakers or trainers involved in the training come from various backgrounds, such as university lecturers, school supervisors, and education practitioners. The selection of speakers takes into account their expertise in areas needed by the teachers, showing that

the training is not conducted carelessly but is based on the quality of learning resources. The training methods applied also vary, ranging from theoretical material delivery to hands-on practice through microteaching and simulations. This practical training model enables teachers not only to understand the material conceptually but also to apply the acquired skills in the classroom. In line with this, the researcher obtained documentation of the training implementation as presented in Figure 2.

Figure 2. Implementation of Training on Teacher Competency Learning Methods by the Department of Education
Source: Researcher, 2025

The implementation process made teachers feel that the training they attended provided new learning experiences that were directly relevant to their teaching needs. One teacher stated that the training on developing teaching modules for the Merdeka Curriculum was very helpful in designing project-based learning (P5). This indicates that the training successfully addressed real challenges in today's educational landscape.

Evaluation and Follow-Up of the Training Program

The evaluation of training at SMK Cerdas Murni is conducted through a layered approach that reflects the integration of administrative supervision and pedagogical reflection. Based on interview results, the principal stated that evaluation is carried out using several instruments, such as classroom supervision observations, reviews of student project outcomes, and analysis of the education report card as an indicator of medium-term impact.

> "*We don't just look at attendance in the training, but more on how the material is actually used in teaching. Sometimes there are teachers who are enthusiastic during training, but their classroom practice is still lacking. That's what we monitor through observation results and post-supervision discussion*s," said the Principal of SMK Cerdas Murni.

If it is found that the implementation of training material is not optimal, the school will arrange follow-up training with a revised approach in the next academic year. This step shows that evaluation serves as the basis for replanning, reinforcing the principle of continuous improvement in education quality management. The principal emphasized,

"*We see training as a cycle, not an event. Evaluation is the turning point to start something more precise. If one approach doesn't fit, we improve and adjust it. The principle is: don't remain stagnant*."

In addition, teachers are actively involved in collective reflection through weekly discussions and internal work meetings. These activities provide a space for teacher participation to express challenges faced during teaching implementation and to offer input on future training designs. A vocational subject teacher stated,

"*Reflection meetings are important because we can voice the obstacles we face in the classroom and suggest more applicable training. For example, I once mentioned difficulties in using a digital assessment app, and then an additional training session was arranged. So we feel heard, and the training becomes more aligned with our actual needs*".

Impact of Training on Teacher Professionalism

The training provided has had a positive impact on enhancing teacher professionalism at SMK Cerdas Murni. Teachers reported feeling more confident and competent in developing lesson plans, creating independent learning modules, and conducting diagnostic and formative assessments. One teacher stated,

"Previously, I was often confused about how to create independent modules. After the training, I learned how to adjust the material to students' needs. I even started using diagnostic assessments to determine the initial strategy before beginning the lesson."

In addition, the training has motivated teachers to continue learning and innovating in their teaching. Teachers felt more open to trying new approaches, both technology-based and active learning methods.

"The training was refreshing. We no longer feel stuck with old teaching patterns. I personally enjoy exploring new methods, such as small group discussions and project-based learning. It makes the class feel more alive, and students are also more enthusiastic," said one subject teacher.

The training also improved collaboration among teachers, especially in cross-subject lesson planning and the implementation of P5 projects (Projek Penguatan Profil Pelajar Pancasila). Teachers are now more frequently involved in joint planning forums and share best practices with one another.

"Since the training, we regularly have cross-subject discussions. Sometimes we combine lesson themes and create joint projects. This is very helpful because we learn from each other, and students also better understand the context between subjects," explained a social studies teacher.

Thus, the implementation of education and training management at SMK Cerdas Murni has made a significant contribution to the development of teacher professionalism. Training that is well-planned, contextually implemented, and continuously evaluated has become the key to creating adaptive teachers who can deliver quality learning experiences.

DISCUSSION

Planning of Education and Training (Diklat)

The training planning at SMK Cerdas Murni is conducted systematically by designing the training program at the beginning of the academic year as part of the school's work plan. This process involves the school principal, the vice principal for curriculum, and the head of the vocational program, indicating a collaborative approach in formulating training. These results align with the study by Amemasor & Essel (2025) which states that planning at SMK Cerdas Murni is not merely administrative but reflects cross-role participation within school management. The involvement of various parties allows training formulation to be more aligned with the actual conditions and needs of teachers in the field. Ukrop et al., (2018) also explain that this process is a strategic space to unify perspectives and align objectives for improving learning quality. With integrated planning involving multiple educational actors, the school demonstrates seriousness in developing training programs that are not conducted arbitrarily. This reinforces planning's position as the cornerstone of successful training.

The determination of training needs is not based on subjective judgment but uses a data-based approach. Instruments used include classroom supervision results, teachers' curriculum implementation reports, and analysis of online-based education report cards. This ensures that training themes are determined based on clearly identified competency gaps. According to Asmawan (2018) the principal emphasized that the training focuses on pedagogical and professional aspects, as they are considered to have the most direct impact on the learning process. This data-driven approach indicates that training planning does not merely follow policy trends but also considers the real needs of teachers. Thus, every decision in training planning has a measurable and rational basis. This step is important to maintain the efficiency and effectiveness of the training to be implemented.

Research findings also show that training planning at SMK Cerdas Murni is responsive to educational policy changes, particularly regarding the implementation of the Merdeka Curriculum. The alignment of training themes with this policy includes aspects of module development and assessment relevant to the new curriculum. Teachers stated that the training helped them understand the direction of policy changes and how to implement them in class. This supports Schon (1983) research, which shows that planning not only considers local needs but also bridges the gap between system demands and teacher readiness. In other words, the school is not merely following policy but also translating it into operational training strategies. This makes planning adaptive, contextual, and grounded in actual challenges. Such planning is essential for training to have a direct impact on the teaching and learning process.

Another important aspect of training planning is its connection to teachers' experiences and input from the previous year. Although not all teachers are directly involved in planning, their reports and reflections serve as consideration in determining training content. Several teachers stated that the prepared training aligned with the challenges they faced in the classroom. This shows that planning at SMK Cerdas Murni takes into account the voices of teachers as the primary users of training outcomes. Such an approach makes the training program feel more relevant and impactful. Furthermore, the

continuity of planning from year to year indicates evaluation and learning from previous implementation. Therefore, the planning process is not merely technical but serves as a managerial reflection aimed at producing meaningful and contextual training.

Implementation of Education and Training (Diklat)

The implementation of training at SMK Cerdas Murni reflects efforts to adapt to the school's work rhythm and teachers' operational needs. Training is conducted flexibly, both during school holidays and between working hours, without disrupting student learning. The findings support Bolton (2010) study, which highlights managerial efficiency in scheduling training to avoid interfering with core educational activities. Teachers can attend training without neglecting their teaching responsibilities, showing that training implementation considers real field conditions. This scheduling also provides space for teachers to remain focused on training materials. Such flexibility becomes a strength in training management at the vocational school. With proper time management, training implementation becomes more effective and efficient.

The speakers invited to the training come from various institutions, such as universities, education practitioners, and professional organizations. The diversity of speaker backgrounds provides teachers with broad insights into understanding the material from various perspectives. According toMishra & Koehler (2006) the presence of competent speakers enhances the credibility of the training and increases teachers' trust in the training content. Teachers feel they are gaining relevant knowledge that can be directly applied in their teaching. The implementation of training at SMK Cerdas Murni reflects managerial quality that considers the competence of available resources. Speaker quality is one of the key factors in ensuring the training material is delivered accurately and meaningfully. Therefore, the selection of experienced speakers becomes part of an effective implementation strategy.

The training model used also demonstrates a focus on hands-on practice and real-world application. Approaches such as microteaching, simulations, and small group discussions are used to help teachers understand and apply the material directly (Loughran, 2002). This model encourages teachers to develop skills, not just theoretical understanding. Teachers feel more confident trying new approaches in class because they have practiced them during the training sessions. This practical model aligns with the needs of teachers under the Merdeka Curriculum, which emphasizes contextual learning. With applicable training, teachers not only gain knowledge but also relevant hands-on experience. This practice-based approach has proven effective in shaping teacher competencies holistically.

The impact of training is also evident in teachers' efforts to develop project-based learning methods, especially those related to the implementation of P5 (Projek Penguatan Profil Pelajar Pancasila). Teachers stated that training helped them design learning projects suited to students' characteristics and the values of the Pancasila Student Profile. This shows that training implementation is truly aligned with actual needs and national education strategic programs. Teachers feel supported in designing more creative and collaborative learning strategies after attending the training. Contextual implementation

makes teachers more prepared to face the demands of new policies. In general, training designed with classroom conditions and curriculum needs in mind has proven more impactful for teachers. Therefore, adaptive and practice-based implementation is one of the strengths of training management at SMK Cerdas Murni.

Evaluation and Follow-Up of the Training Program

The evaluation of training implementation at SMK Cerdas Murni is carried out comprehensively and in a structured manner. The evaluation process includes direct observation by the principal, classroom supervision, student project outcomes, and monitoring of the education report card. This combination of instruments provides a complete picture of the training's impact on teaching practices. The principal uses the evaluation results to assess whether the training has been optimally implemented in the learning process. If a mismatch is found between the training content and classroom practice, follow-up training or adjustments are planned for the next academic year. In line with the findings of Gorard et al., (2020) this pattern shows an evaluation cycle that does not end with measurement but is directed toward continuous improvement. This approach aligns with the principle of continuous improvement in education management.

Evaluation is not only conducted by school leaders but also involves teachers as the main actors in the learning process. Teachers are given space to reflect on the training through discussion forums, work meetings, and internal dialogues. These activities allow teachers to express obstacles, successes, and suggestions related to the training they have attended. Teachers' active participation in evaluation shows that the school adopts a democratic and open managerial approach. Teachers' input is not merely collected for formality but is genuinely considered in designing the next training. With two-way communication, evaluation becomes more accurate and meaningful. This strengthens the role of teachers as strategic partners in improving education quality(Boeskens et al., 2023).

Teachers' reflections also help identify the most relevant and beneficial aspects of training. Teachers feel that their involvement in the evaluation process makes the training more aligned with their classroom needs. Moreover, reflection activities help cultivate a professional culture within the school environment. Teachers become more open to feedback and more aware of the importance of continuous improvement. Evaluation that involves teachers not only improves data accuracy but also fosters a sense of ownership toward the training program. Thus, training success is measured not only from the organizer's perspective but also from the teachers' experiences and impressions as participants. This participatory evaluation becomes a vital element in effective training management.

Evaluation results also serve as a basis for developing more targeted follow-up training strategies. When shortcomings are found in the previous implementation, the school is willing to adjust the content, methods, or duration of the training. This approach, as shown by Gorard & Siddiqui (2024) reflects a dynamic management cycle that is open to change. Evaluation is not merely a control instrument but also a tool for innovation in training. With regular and structured evaluations, schools can ensure the

continuity of training programs while strengthening their impact on teaching. This proves that evaluation at SMK Cerdas Murni is not merely an administrative obligation but part of a planned teacher development strategy. A consistently implemented evaluation and follow-up cycle becomes the main foundation for developing teacher professionalism.

Impact of Training on Teacher Professionalism

The training conducted at SMK Cerdas Murni has shown a positive impact on improving teacher professionalism in both pedagogical aspects and teaching practice. Teachers reported feeling more confident in designing lesson plans suited to student characteristics. This improvement is also evident in their ability to conduct formative assessments as part of learning evaluation. The training has provided a better understanding of active and contextual learning strategies in line with the demands of the Merdeka Curriculum. Teachers feel more prepared to adapt learning materials to students' actual needs. This confidence is built not only from the material received but also from practical exercises and discussions during the training. Overall, the training has contributed to improving teachers' technical and reflective abilities in designing and managing learnin(Gorard, 2021).

Another impact felt by teachers is the increased collaboration across subjects, especially in designing and implementing P5 projects (Projek Penguatan Profil Pelajar Pancasila). The training encouraged teachers to work together in developing project-based learning plans that require interdisciplinary integration. These activities also strengthen teamwork culture and professional communication among teachers. Teachers stated that training made them more open to sharing experiences and best practices in the classroom. This collaborative process not only enriches learning strategies but also enhances trust among peers. Training impacts not only the individual but also strengthens the professional ecosystem within the school (Borko & Fishman, 2017). This is an indicator that well-designed training can foster collective transformation within the educational community.

These findings are consistent with previous studies showing that teacher training significantly affects performance and productivity improvement. A study by Risdiantoro (2021) stated that properly designed training can holistically improve teacher competencies. Ulandari dan Santaria (2020) also emphasized that adaptive training strategies can shape professional and innovative teachers. At SMK Cerdas Murni, this principle is reflected in teachers' responses, showing enthusiasm toward change and continuous learning. This proves that training is not only a technical capacity-building program but also a means to shape the mental attitude needed to navigate the dynamics of the teaching profession. Thus, the success of training is measured by the extent to which teachers experience changes in attitude, understanding, and skills. Training becomes a vehicle for the full actualization of teacher professionalism.

Overall, training management at SMK Cerdas Murni has demonstrated synergy between needs-based planning, contextual implementation, continuous evaluation, and tangible impacts on teacher professionalism. These four elements are interconnected and form a productive institutional learning cycle. Teachers, as the primary subjects of training, experience direct benefits in teaching practices and

in enhancing cross-aspect competencies. This success reflects that well-structured and responsive training management can serve as a replicable model for professional development. If applied broadly, this approach has the potential to foster a community of adaptive, collaborative, and lifelong-learning educators. Therefore, training that is integrated with the school's managerial strategy becomes a long-term investment in improving education quality. Its impact is not only felt by teachers but also by the entire learning ecosystem in the school.

CONCLUSION AND SUGGESTION

CONCLUSION

Based on the research findings on the implementation of training management at SMK Cerdas Murni, it can be concluded that the training planning has been carried out systematically and collaboratively by involving various school leadership elements. The implementation of training is conducted flexibly using applicative methods and relevant instructors, and it is aligned with the actual needs of teachers in the field by taking into account supervision results and curriculum data, thereby having a direct impact on the improvement of their pedagogical and professional skills. The evaluation of the training program is conducted comprehensively, covering not only administrative aspects but also implementation, to ensure the effectiveness of the training in real classroom practice, thus allowing for continuous improvement and development. This study successfully demonstrates that the training provided significantly contributes to enhancing teacher confidence, autonomy, and collaboration in learning development. Based on these findings, it is recommended that the school develop a more structured and consistent data-based training management system and expand partnerships with higher education institutions to enrich training content. The education office is also expected to adopt this practice as a teacher development model that meets school needs, so that training becomes a continuous process that keeps pace with evolving educational policies and technologies while remaining aligned with Islamic values..

SUGGESTION

For further development, SMK Cerdas Murni needs to establish a structured and data-based training management system, beginning with a systematic process for identifying teacher training needs. The organization of training should be designed through planning, implementation, and evaluation phases that actively involve teachers so that the training is well-targeted and has a tangible impact. For future research, it is recommended to broaden the scope by examining training management at different educational levels or in schools with more diverse characteristics, such as public, private, or Islamic boarding schools (pesantren). Additionally, future researchers can further explore the long-term impacts of training on changes in teaching behavior and improvements in student learning outcomes. This study is still limited to a qualitative descriptive approach focusing on planning, implementation, and evaluation; therefore, there is ample room for scientific development to test the effectiveness of specific training management models quantitatively or using a mixed-methods approach. Hence, future research is expected to make broader

contributions to the development of adaptive, data-driven training management relevant to the dynamics of modern education.

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