



IMPLEMENTATION OF EDUCATION AND TRAINING PROGRAMS FOR JUNIOR HIGH SCHOOL INDONESIAN LANGUAGE TEACHERS AT BBPMP SOUTH SULAWESI PROVINCE

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ABSTRACT

This study investigated the implementation of education and training programs for junior high school Indonesian language teachers organized by the *Balai Besar Penjaminan Mutu Pendidikan Sulawesi Selatan (BBPMP)*. It examined the stages of planning, implementation, evaluation, and follow-up in fostering teachers' professional competence. A qualitative descriptive design was employed. Data were gathered through classroom observations, in-depth interviews, and document analysis, using observation checklists, interview protocols, audio recordings, and official training records. Data analysis followed the interactive model of Miles, Huberman, and Saldaña, encompassing data reduction, data display, and conclusion verification with source and method triangulation. Findings indicate that the training programs were implemented systematically in alignment with established standard operating procedures. Participants demonstrated enhanced competencies in lesson planning, instructional delivery, assessment practices, and reflective teaching. Follow-up activities facilitated the transfer of training outcomes into classroom practice and professional collaboration. This study contributes a comprehensive, practice-oriented evaluation model integrating all training stages, offering guidance for sustainable, needs-based professional development and strengthening Indonesian language instruction at the secondary level.

Keywords: *Teacher Training, Indonesian Language Teachers, Professional Development, Teacher Competency, Education Quality Assurance, Junior High School.*

1. INTRODUCTION

Education constitutes a foundational pillar in cultivating high-quality human resources who are intellectually competent, ethically grounded, and globally competitive. Within this framework, teachers occupy a pivotal position as primary agents in the enactment of educational processes in formal institutions. Effective instruction cannot be realized without systematic planning and clearly articulated objectives (Sagala, 2023;

Net, 2022; Amin, 2023). Teachers are therefore expected to possess a comprehensive understanding of pedagogical principles and strong mastery of subject content to ensure that students meaningfully engage with and internalize learning materials. The capacity to design and implement well-structured learning activities thus serves as a critical indicator of educational effectiveness (Almulla, 2020; Umami et al., 2023; Zhang & Ma, 2023).

In the domain of language education, particularly Indonesian language instruction, the role of teaching extends beyond cognitive attainment to the cultivation of communicative competence. According to Febriyanti (2023), Indonesian language learning aims to develop integrated skills encompassing listening, speaking, reading, and writing. Nevertheless, empirical findings reveal that classroom practices remain predominantly theory-oriented and insufficiently communicative, thereby limiting the optimal development of students' language proficiency (Nagao, 2023; Bereczki & Kárpáti, 2021; Rafique, 2025).

Observational evidence further suggests that instructional approaches frequently rely on lecture-dominated methods emphasizing theoretical exposition and memorization. Consequently, students encounter restricted opportunities to practice productive skills, particularly speaking and writing (Sufanti, 2019). Ideally, language instruction should be interactive, contextualized, and communicative in orientation (Purnamaningwulan, 2024; Purnamaningwulan & Purwanto, 2025; Saptiany & Prabowo, 2024). Achieving such standards necessitates robust pedagogical and professional competencies, especially in selecting appropriate strategies, media, and instructional methodologies (Mulyasa, 2022; Xiaofan & Annamalai, 2025; Nurhidayat et al., 2024).

Within the broader discourse on teacher professionalism, sustained competency enhancement is indispensable. Zhang (2022) argues that educators must continuously upgrade their academic qualifications and professional capacities in response to evolving developments in science, technology, and the arts. Structured and sustainable education and training initiatives represent a strategic mechanism for achieving such advancement, enabling teachers to acquire updated pedagogical insights, refine instructional skills, and strengthen reflective practice (Sakariyahu et al., 2025; López-Morales et al., 2023; Sypré et al., 2025).

In Indonesia, professional development programs are facilitated by various institutions, including the *Balai Besar Penjaminan Mutu Pendidikan Sulawesi Selatan (BBPMP)*, which is mandated to safeguard educational quality through regional training and capacity-building

initiatives (Kementerian Pendidikan Kebudayaan Riset dan Teknologi, 2022). In South Sulawesi Province, BBPMP has organized numerous training programs for subject teachers, including those teaching Indonesian at the junior high school level. However, concerns persist regarding program effectiveness, as outcomes have not consistently aligned with the practical demands of school contexts (Rahman, 2020; Rusdarti et al., 2021; Ngatmini et al., 2025).

From a theoretical standpoint, Disastra et al. (2024) conceptualizes training as a systematic process aimed at enhancing performance through needs-based learning interventions. Complementing this perspective, Malini et al. (2022) contends that program effectiveness depends significantly on congruence between training design and participant needs. Training initiatives that neglect teachers' workload realities and institutional constraints risk producing limited impact. Empirical studies reinforce this concern. Haave (2020) found that many teachers struggled to implement training outcomes due to time limitations and insufficient institutional support.

From a professional development perspective, Kallio et al. (2024) identifies three interrelated dimensions of teacher development: social adaptation to systemic change, personal growth, and professional competence enhancement. Effective training programs integrate these dimensions coherently and sustainably (Puoti et al., 2025; Basir et al., 2023; Macphail et al., 2019). Moreover, the implementation of Indonesian language teacher training at BBPMP South Sulawesi is shaped by policy frameworks and inter-institutional coordination involving local education offices and the Ministry of Religious Affairs. Program success is contingent upon policy alignment, managerial effectiveness, and instructor quality (Rahman, 2021; Sari & Wahyuni, 2022; Lestari et al., 2024).

Given these contextual realities, examining the implementation of education and training programs for junior high school Indonesian language teachers at BBPMP South Sulawesi Province is both timely and imperative. This study seeks to provide a comprehensive analysis of program execution, identify prevailing challenges, and formulate

strategic recommendations to enhance future training quality. The findings are expected to inform evidence-based policy formulation and contribute to the advancement of sustainable professional development at regional and national levels.

2. METHODS

This research adopted a qualitative methodology employing a descriptive design. The approach was chosen to generate an in-depth and contextualized understanding of the implementation of education and training programs for junior high school Indonesian language teachers organized by the *Balai Besar Penjaminan Mutu Pendidikan Sulawesi Selatan (BBPMP)*. A qualitative orientation enabled the researchers to examine the social dynamics, interactions, and lived experiences of teachers throughout the training process in a holistic manner. The descriptive design facilitated a systematic and factual portrayal of phenomena occurring during program implementation without manipulating research variables, consistent with the principles articulated by Sugiyono (2018).

Data sources comprised both primary and secondary materials. Primary data were generated through direct observation, in-depth interviews, and audio recordings of training activities. Secondary data were obtained from institutional documentation, including official reports, training manuals, schedules, and instructional resources utilized during program delivery. The participants consisted of junior high school Indonesian language teachers enrolled in the BBPMP South Sulawesi training programs. Key informants included facilitators, organizing committee members, and program administrators.

The dataset encompassed textual, verbal, and behavioral information. Textual data included modules, instructional materials, and official documentation. Verbal data derived from teachers' statements and interactive discourse during training sessions, while behavioral data reflected participant engagement in discussions, collaborative tasks, and the practical application of training content.

Data collection techniques involved structured observation, in-depth interviewing,

and document analysis. Observations focused on participants' engagement and responsiveness during activities. Interviews explored perceptions, experiences, and evaluative reflections from teachers and organizers. Documentation analysis provided contextual and procedural insights. Data were analyzed using the interactive model developed by Miles, Huberman, and Saldaña (2018), encompassing data condensation, data display, and conclusion drawing with verification. To enhance credibility and dependability, source and methodological triangulation were applied following Denzin (2017).

3. RESULTS AND DISCUSSION

The results of the study indicated that the implementation of education and training programs for junior high school Indonesian language teachers at the Center for Education Quality Assurance (*Balai Besar Penjaminan Mutu Pendidikan/BBPMP*) of South Sulawesi Province was conducted in accordance with established Standard Operating Procedures (SOP). All stages, including planning, implementation, evaluation, and follow-up, were systematically carried out to develop teachers' pedagogical, professional, social, and personal competencies. This finding is consistent with Sabon (2019), who stated that the success of teacher training programs strongly depends on the consistent application of SOP at every stage of implementation.

At the planning stage, teachers were trained to develop syllabi and lesson plans (*Rencana Pelaksanaan Pembelajaran/RPP*) oriented toward Indonesian language learning outcomes at the junior high school level. Teachers also prepared teaching materials, learning media, and evaluation instruments. These activities reflected the integration of learning theory and contextual teaching practice. The emphasis on teachers' ability to design lesson plans aligns with Kurniawan (2021), who found that teachers capable of developing student-centered lesson plans tend to produce more effective learning processes. In addition, the gradual integration of digital learning media, such as instructional videos and learning management systems, demonstrated that media innovation can

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enhance student participation and learning outcomes in language instruction.

During the implementation stage, training activities were conducted using lectures, question-and-answer sessions, discussions, and assignments. This approach reflected the principles of adult learning (andragogy), which emphasize experience-based learning and participant interaction (Knowles, 2015). The training process involved three instructional stages exploration, elaboration, and confirmation which are consistent with active learning models promoted in the Merdeka Curriculum framework.

Fitria and Hidayat (2022) emphasized that interactive learning approaches in teacher training contribute to the development of reflective and collaborative thinking skills. Therefore, the combination of lectures with active discussions implemented at BBPMP South Sulawesi can be considered a good practice in creating a participatory learning environment among teachers.

Training evaluation was conducted to assess teachers' mastery of training materials and their ability to apply training outcomes in classroom instruction. The evaluation process included evaluation planning, forms and types of assessment, and assessment techniques such as teaching practice observation, written assignments, and individual reflection. These findings are consistent with the Kirkpatrick evaluation model (2016), which evaluates training programs across four levels: reaction, learning, behavior, and results. In this study, the evaluation reached the behavior level, as teachers demonstrated observable changes in their teaching practices after participating in the training. This finding supports the study by Rosidah et al. (2018), which reported that teacher training success is reflected not only in increased knowledge but also in changes in professional classroom behavior.

Follow-up activities were identified as an important indicator of training success. Indonesian language teachers who participated in training programs at BBPMP South Sulawesi Province applied the training outcomes in their teaching practices, including the use of innovative learning models and authentic assessment strategies. This finding aligns with Rasyid et al. (2020), who stated

that post-training follow-up is essential to ensure the sustainability of teachers' competency development. With ongoing supervision from BBPMP and the Subject Teachers' Association (*Musyawarah Guru Mata Pelajaran/MGMP*), teachers were able to continuously develop their professional competencies as part of continuous professional development.

The results also showed that MGMP played a crucial role in strengthening the implementation of training outcomes. Through MGMP, teachers shared experiences, best practices, and updated knowledge gained from training programs. This finding is consistent with Ismail and Widodo (2022), who argued that teacher learning communities such as MGMP function as professional learning communities that enhance collaboration and pedagogical innovation. MGMP also helped maintain continuity between training outcomes and classroom practice.

Furthermore, the study revealed the need for support from Teacher Education Institutions (*Lembaga Pendidikan Tenaga Kependidikan/LPTK*) and local governments to ensure the sustainability of training programs. LPTK can contribute by providing expert trainers and disseminating the results of Training of Trainers (ToT) programs to lecturers and teachers within their regions. This finding supports Winingsih (2013), who emphasized the importance of collaboration among LPTK, education offices, and BBPMP in creating a sustainable teacher development ecosystem. In addition, financial support from local governments was identified as a determining factor in sustaining MGMP activities and training programs.

Local education offices play a strategic role in supervising and monitoring training implementation, including document completeness, goal achievement, and implementation quality. BBPMP, on the other hand, needs to strengthen training material planning and validation prior to implementation to ensure training quality. This finding aligns with Mulyasa (2020), who recommended the application of a quality-based monitoring system in teacher training programs to ensure alignment with national education standards. In this regard, BBPMP is expected to function not only as a technical

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implementer but also as a center for innovation in regional teacher competency development.

The implementation of Indonesian language teacher training programs at BBPMP South Sulawesi Province supports national policies on Continuous Professional Development (*Pengembangan Keprofesian Berkelanjutan/PKB*). This is in line with the policy direction of the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek, 2023), which emphasizes need-based training and the strengthening of teacher learning communities as strategies to improve education quality. Hardiyanto et al. (2022) also confirmed that training programs designed based on field needs and implemented sustainably have a significant impact on improving teaching quality and student learning outcomes.

Overall, this study demonstrated that the implementation of training programs for junior high school Indonesian language teachers at BBPMP South Sulawesi Province adhered to the principles of professionalism, relevance, and sustainability. Training success was reflected in teachers' improved ability to design, implement, evaluate, and follow up Indonesian language instruction. However, enhanced monitoring systems and cross-institutional coordination are still required to ensure that training outcomes are more evenly distributed and sustainable across regions. These findings reinforce the theory of teacher professional development proposed by Guskey (2002), which emphasizes that effective training must be systemic, measurable, and supported by direct follow-up in teaching practice.

4. CONCLUSION

Based on the results and discussion, this study concludes that the implementation of training programs for junior high school Indonesian language teachers at BBPMP South Sulawesi Province plays a strategic role in strengthening teachers' professional competencies. Through these programs, teachers acquired updated knowledge and skills related to the planning, implementation, assessment, and reflective practice of effective Indonesian language instruction.

The planning stage of the training programs was carried out systematically through the development of syllabi, lesson plans (*Rencana Pelaksanaan Pembelajaran/RPP*), teaching materials, learning media, and evaluation instruments. Well-prepared planning ensured the alignment between training objectives and teachers' actual needs in the field, thereby supporting the relevance and effectiveness of the training content.

The implementation of the training programs adhered to the principles of continuous professional development by applying active and participatory learning approaches, including interactive lectures, discussions, simulations, and assignments. These approaches promoted teachers' active engagement and contributed to the development of pedagogical and reflective competencies.

Training evaluation was conducted to assess both the effectiveness of the programs and participants' learning outcomes. The evaluation focused on teachers' mastery of training materials, their ability to apply instructional strategies, and their readiness to implement innovative, student-centered learning practices in classroom settings.

Post-training follow-up emerged as a key indicator of training success. Teachers who participated in the programs demonstrated the ability to transfer training outcomes into instructional practice, such as implementing contextual learning models, developing authentic assessments, and engaging in professional collaboration through the Subject Teachers' Association (*Musyawaharah Guru Mata Pelajaran/MGMP*).

Overall, the implementation of teacher training programs at BBPMP South Sulawesi Province was conducted in accordance with Standard Operating Procedures (SOP) and quality-oriented teacher competency development principles. Nevertheless, strengthening post-training monitoring mechanisms and enhancing cross-institutional collaboration remain necessary to ensure the sustainability of training outcomes and their tangible impact on improving the quality of Indonesian language learning in schools.

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