

The Role of Support and Follow-up in Improving the Effectiveness of Continuous Training Implementation for Teachers

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ABSTRACT – Continuous training for teachers is one way to improve their pedagogical skills and the quality of their teaching. However, supporting factors such as a lack of follow-up after training can affect the effectiveness of the implementation of knowledge gained by teachers in the classroom learning process. This study aims to examine the extent to which a lack of support and follow-up affects the use and application of skills gained in training by teachers. This study was conducted using a literature study approach, analyzing various previous studies regarding the effect of post-training support on teaching practices. The results of the study indicate that without follow-up and ongoing support, teachers tend to have difficulty implementing new knowledge in dynamic classroom situations. Limitations in access to mentoring or communities of practice as well as inadequate evaluation hinder teachers from reflecting on and adjusting the teaching strategies they have learned. For this reason, it is recommended that educational institutions provide continued support for teachers, such as mentoring, learning communities, and ongoing evaluation to improve the effectiveness of learning and the quality of teaching. With consistent support, it is hoped that teachers will be able to make optimal use of training, improve the quality of teaching, and, ultimately, student learning outcomes.

Keywords: Continuous training, post-training support, implementation, pedagogical skills, teaching quality, reflection, evaluation.

A. INTRODUCTION

Professional development for teachers is essential to improve the quality of teaching and learning. In recent years, technological developments, curriculum changes, and demands for better pedagogical skills have driven the need for continuous improvement in the quality of educators (Sinambela et al., 2014).

Continuous training, which offers teachers the opportunity to acquire new knowledge and skills, is key to ensuring that they remain relevant and effective in the classroom (Aprilianti et al., 2019). Skilled teachers not only master the subject matter, but are also able to adapt learning methods to meet the increasingly diverse needs of students (Wolde, 2021).

Continuous training is needed to help teachers adapt to the increasingly dynamic changes in the curriculum (O'Sullivan, 2002). The ever-evolving curriculum, both in terms of content and teaching approach, requires teachers to constantly update their skills and knowledge. Without proper training, teachers may find it difficult to understand and implement these changes effectively, which can impact the quality of education that students receive (Mardapi & Herawan, 2018). Therefore, continuous training is very important to support teachers in facing these challenges, as well as to strengthen their pedagogical competencies.

One of the main problems related to the professional development of teachers through continuous training is the low participation of teachers in training programs. Many teachers, especially in remote areas, face obstacles to continuous training due to geographical, time, and cost factors. As a result, they are unable to get the opportunity to update their pedagogical skills or keep up with the latest developments in education. This causes a mismatch between teachers' skills and the demands of an ever-changing curriculum (Darling-Hammond et al., 2017). Not only that, limited resources are also an obstacle for many schools to provide training that meets the professional needs of teachers (Luneta, 2012).

In addition, the uneven quality of training is another major problem. Some of the available training programs are not well suited to the specific needs of teachers in the field, so the

impact on improving the quality of teaching is not maximized. Some training only provides general knowledge without focusing on the practical skills needed by teachers in their daily lives. This leads to teachers' inability to apply the new knowledge they have gained in the classroom learning process (Guskey, 2002). Training programs that are less relevant to the needs and challenges faced by teachers in schools can lead to a decrease in teachers' motivation to take further training.

Another problem that arises is the lack of ongoing support after the training is completed. Continuous training programs often stop after the training session is over, with no follow-up efforts to ensure that teachers can implement the knowledge they have gained in their daily practice. Without ongoing support or evaluation of professional development, teachers can feel lost and not know how to apply the new skills they have learned (Desimone, 2009). Therefore, although continuous training is considered important, its implementation, which is limited to one training session without follow-up, often makes teacher professional development ineffective in the long-term (Alemayehu, 2021). The importance of teacher professional development through continuous training must be observed because teachers are a key factor in determining the success of education. In an era of rapid change, such as technological developments, curriculum updates, and the need for more adaptive pedagogical approaches, teachers are required to continuously improve their abilities to remain relevant and effective. If teacher professional development is not taken into account, the quality of education provided to students can be compromised (Darmawan, 2014; Akmal et al., 2015). Without continuous training, teachers may not be able to keep up with the latest developments in educational practice and may not be able to provide an optimal learning experience for students. Therefore, analyzing the effectiveness of continuous training is very important to ensure that teachers have the skills necessary to support learning success.

In addition, professional development for teachers also plays a role in increasing their motivation and job satisfaction. When teachers feel that they are given the opportunity to develop through training that suits their needs, it can increase their confidence and improve the quality of their teaching (Darmawan et al., 2021). On the other hand, if the training

provided is irrelevant or ineffective, it can actually reduce teachers' motivation and make them feel unappreciated or unsupported in their profession. By learning about the right continuous training, we can better understand the challenges and needs of teachers in the learning process and improve education policies that are more supportive of their continuous professional development.

The purpose of this study is to identify the factors that inhibit teachers' participation in continuous training programs and to analyze their impact on the development of pedagogical skills and the quality of teaching in schools. In addition, this study aims to explore the extent to which the lack of support and follow-up after continuous training affects the effectiveness of the implementation of knowledge acquired by teachers in the classroom learning process.

B. METHOD

This study uses a literature review approach that aims to explore a deeper understanding of teacher professional development through continuous training. The literature review approach was chosen because it allows researchers to explore various previous studies relevant to this topic, as well as to analyze the results and findings from various sources related to continuous training for teachers. This method also makes it possible to gain a broader understanding of the challenges faced by teachers in attending training and the impact on improving their pedagogical skills. As a main reference, research conducted by Avalos (2011) on continuous training shows that effective training can improve teachers' pedagogical skills, but only if it is supported by adequate factors such as the relevance of training materials and post-training follow-up.

In this study, researchers will analyze articles, books, and research reports that discuss teacher professional development, focusing on the obstacles faced in training participation and the effect of follow-up after training on the successful implementation of knowledge. One study by Garet et al. (2001) revealed that continuous training designed with real needs in the field in mind is more likely to have a positive impact on improving the quality of teaching. Researchers will examine the results obtained from these studies to develop a conceptual framework on how continuous training can be effectively applied to improve teachers' pedagogical skills.

To obtain comprehensive data, the researcher will also review studies that discuss the obstacles faced in the professional development of teachers, such as lack of access to relevant training or lack of support from schools after training is completed. Based on a study by Desimone (2009), it was found that without evaluation and follow-up after training, many teachers find it difficult to apply their new knowledge in classroom practice. Therefore, this literature study will include research that explores various effective continuous training models and ways to overcome existing obstacles.

C. RESULTS AND DISCUSSION

Barriers to Teacher Participation in Continuous Training Programs and Their Impact on the Development of Pedagogical Skills

Teacher participation in continuing education programs is essential to improve their pedagogical skills and the quality of their teaching. However, there are a number of factors that hinder teacher participation in these programs. One of the main factors that hinders participation is the lack of time, given that many teachers have a heavy workload and a tight schedule (Luneta, 2012). This time constraint often makes it difficult for teachers to attend training that takes place outside of regular working hours. As Borko (2004), and Arifin and Darmawan (2021) explain, limited time for continuous training is one of the major obstacles determining teachers' participation in their professional development.

In addition, lack of support from schools and administrators can also hinder teachers' participation in continuous training. Without adequate support, whether in the form of sufficient time allocation or logistical assistance, teachers may feel discouraged from participating in training or lack the necessary resources to carry it out. Research by Darling-Hammond et al. (2017) shows that schools that support teacher professional development through policies that address the needs and context of teachers tend to have a higher level of participation in continuous training, which in turn has a positive effect on teachers' pedagogical skills.

Another inhibiting factor is the lack of teacher motivation to participate in continuous training (Saleem et al., 2021). Some teachers may feel that they already have sufficient skills and do

not see the need for additional training. This is especially true if the training is not relevant to their specific needs or if they feel that the training will not have a direct impact on their teaching. This is reinforced by research conducted by Garet et al. (2001), which shows that the irrelevance of training materials to the classroom context taught by teachers can reduce teachers' interest and motivation to participate in training programs.

Resource limitations are also a significant barrier to teacher participation in continuous training (O'Sullivan, 2002). Many schools, especially in underfunded areas, do not have sufficient budgets to provide quality training for teachers. Without adequate investment in teacher training, the quality of teaching can be hampered. A study by Yoon et al. (2007) revealed that schools with limited resources often fail to provide access to effective and relevant training, which ultimately hinders the development of teachers' pedagogical skills.

In addition to internal factors such as time, motivation, and resources, external factors such as unsupportive education policies can also be obstacles. Inconsistent education policies or a lack of support for continuous professional development for teachers often make it difficult to implement ongoing training programs (Alemayehu, 2021). Research by Opfer and Pedder (2011) shows that education policies that are inflexible or overly focused on short-term outcomes can limit opportunities for teachers to develop their skills in the long term.

The impact of these obstacles is significant on teachers' pedagogical skills and the quality of their teaching. Teachers who are unable to participate in continuous training tend to have difficulty adjusting to the latest developments in education, both in terms of teaching techniques and the technologies used in learning (Wolde, 2021). As Guskey (2002) stated, continuous training is an important means of introducing teachers to the latest teaching practices that can improve their effectiveness in the classroom.

Ultimately, the barriers to teacher participation in continuous training programs can lead to stagnation in the development of pedagogical skills and teaching quality. If these problems are not addressed, the quality of education will continue to be hampered, and opportunities to improve teaching and learning will be limited. Therefore, it is important for schools, the government, and educational institutions to find solutions that can overcome these obstacles so

that continuous training can be carried out effectively and provide maximum benefits for the professional development of teachers.

The Effect of Lack of Support and Follow-Up After Continuous Training on the Implementation of Teachers' Knowledge in Learning

Lack of support and follow-up after continuous training is a problem often faced in teacher professional development. Although training provides new knowledge, without follow-up support, the application of this knowledge in the classroom is limited. For example, without monitoring and assistance after training, teachers may find it difficult to integrate the new techniques learned into their daily teaching practice. Research by Desimone et al. (2002) shows that without adequate follow-up, learning that occurs in training tends to be isolated and unable to bring about significant changes in the quality of classroom teaching.

Inadequate follow-up can also lead teachers to feel under-encouraged or unsupported in applying new knowledge. This is due to a lack of clarity about how the knowledge gained in training should be applied in their classroom context. Research by Guskey (2002) shows that one of the main reasons for the ineffectiveness of continuous training is the lack of support for applying this knowledge, which can include monitoring sessions or guidance from peers or school leaders.

In addition, the absence of ongoing support can also reduce teachers' motivation to apply the knowledge they have learned in training. Many teachers feel that they have been given new information, but have not been given the opportunity to test and practice it in the classroom with sufficient guidance or evaluation (Mardapi & Herawan, 2018). This creates a gap between the theory acquired in training and real classroom practice, which can reduce the successful implementation of new teaching. According to research by Borko (2004), an effective training process must be accompanied by opportunities to share experiences and reflections with peers in real classroom situations.

In addition, without continuous follow-up, training that teachers participate in tends to become an activity separate from their teaching practice (Alemayehu, 2021). Research by Darling-Hammond et al. (2017) shows that training programs that are not integrated with

daily teaching or school culture tend not to be sustainable, because teachers feel that there is no connection between what they learn and the challenges they face in the classroom. This emphasizes the importance of ongoing support and the opportunity to practice new teaching techniques in a real classroom context (Luneta, 2012).

Follow-up also has an important role in helping teachers to solve the problems or challenges they face when applying new knowledge. Without help or guidance, teachers can feel isolated in the process of their pedagogical change. A study by Yoon et al. (2007) found that teachers who received consistent support from peers, supervisors, and training programs demonstrated better and more effective application of new teaching techniques. This highlights the important role of a supportive learning community in ensuring the successful implementation of continuous training (Saleem et al., 2021).

The lack of follow-up can also exacerbate the uneven quality of teaching in various schools. In schools that do not provide post-training support, teachers tend to return to traditional teaching methods or those they are already proficient in, because they feel there is no help or encouragement to try new approaches (Wolde, 2021). According to research by Hargreaves (2003), changes in teaching practices require time and consistent support, which can only be achieved through continuous follow-up and supervision from the leadership of schools or educational institutions.

Overall, the lack of support and follow-up after continuous training can hinder the implementation of knowledge acquired by teachers, which ultimately has a negative impact on the quality of teaching and student learning outcomes. To ensure the effectiveness of continuous training, it is very important for schools and educational institutions to provide sufficient support after training, as well as mechanisms for monitoring and evaluation that can help teachers overcome challenges and effectively implement new techniques in the classroom.

D. CONCLUSIONS

The lack of support and follow-up after continuous training can hinder the implementation of knowledge acquired by teachers, which in turn affects the effectiveness of teaching and the quality of learning in the

classroom. Training programs that are not accompanied by consistent support, both in the form of guidance and monitoring, tend to produce limited changes in teachers' teaching practices. Without adequate follow-up, teachers may find it difficult to apply the new techniques or approaches they have learned because they do not have the opportunity to reflect on their experiences, overcome challenges, or share practices with their peers. This demonstrates the importance of a system that supports teachers in practicing and adapting the knowledge gained during training in real classroom situations.

Therefore, it is recommended that continuous training for teachers not only focuses on delivering material, but also on providing ongoing support after training. Schools or educational institutions need to design adequate follow-up mechanisms, such as mentoring, communities of practice, and ongoing evaluation, to ensure that teachers can make good use of the knowledge gained in their teaching. In addition, school leaders must play an active role in ensuring that teachers are encouraged and given the opportunity to continue developing their skills after training. With continuous support, it is hoped that teachers can improve the quality of their teaching, which in turn will have a positive impact on student learning outcomes.

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