



Analysis of the Impact of Workshop-Based Teacher Training Programs on the Development of Teacher Competencies

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Abstrak: Penelitian ini mengkaji dampak program pelatihan berbasis lokakarya terhadap pengembangan kompetensi guru di Surabaya. Berlandaskan konsep Manajemen Sumber Daya Manusia di bidang pendidikan, penelitian ini membahas kesenjangan antara kompetensi guru yang diharapkan dan kondisi aktual, sebagaimana ditunjukkan oleh hasil ujian kompetensi nasional. Pendekatan kualitatif deskriptif dengan metode studi kasus digunakan, dengan memanfaatkan observasi dan dokumentasi untuk mengumpulkan data dari berbagai program lokakarya yang diselenggarakan antara tahun 2024 dan 2026. Temuan menunjukkan bahwa pelatihan berbasis lokakarya telah berkontribusi secara signifikan dalam meningkatkan kompetensi guru di berbagai dimensi, yaitu pedagogis, profesional, sosial, dan pribadi. Program-program ini menekankan bidang-bidang utama seperti pembelajaran digital, Kecerdasan Buatan (AI), STEAM, numerasi, dan pendidikan karakter, yang mencerminkan tuntutan pendidikan abad ke-21. Selain itu, kemitraan kolaboratif antara lembaga pemerintah, universitas, sekolah, dan industri kreatif meningkatkan relevansi dan efektivitas program-program ini. Lebih lanjut, hasil penelitian menunjukkan bahwa lokakarya mendorong pembelajaran berbasis pengalaman, yang memungkinkan guru mengembangkan keterampilan praktis, pemikiran kritis, dan pola pikir adaptif. Guru semakin bertransisi dari sekadar penyampai pengetahuan menjadi fasilitator dan pencipta konten. Pelatihan berbasis lokakarya terbukti menjadi strategi yang efektif untuk mendorong pengembangan profesional yang berkelanjutan dan meningkatkan kualitas pendidikan.

Kata kunci: Kompetensi Guru, Pelatihan Berbasis Lokakarya, Manajemen Sumber Daya Manusia, Pengembangan Profesional, Pendidikan

Abstract: This study examines the impact of workshop-based training programs on the development of teacher competencies in Surabaya. Grounded in the concept of Human Resource Management in education, this research addresses the gap between expected teacher competencies and actual conditions, as indicated by national competency test results. A descriptive qualitative approach with a case study method was employed, using observation and documentation to collect data from various workshop programs conducted between 2024 and 2026. The findings reveal that workshop-based training has significantly contributed to improving teachers' competencies across pedagogical, professional, social, and personal dimensions. The programs emphasize key areas such as digital learning, Artificial Intelligence

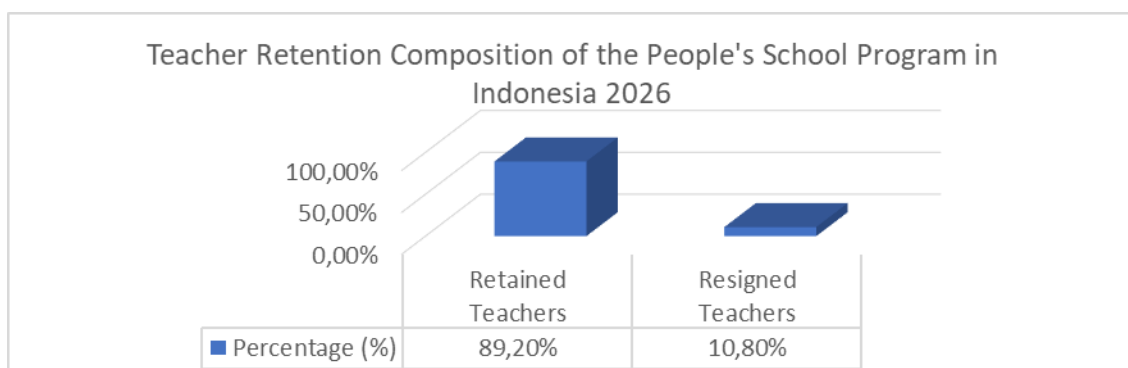
(AI), STEAM, numeracy, and character education, reflecting the demands of 21st-century education. In addition, collaborative partnerships among government institutions, universities, schools, and the creative industry enhance the relevance and effectiveness of these programs. Furthermore, the results indicate that workshops promote experiential learning, enabling teachers to develop practical skills, critical thinking, and adaptive mindsets. Teachers are increasingly transitioning from knowledge transmitters to facilitators and content creators. Workshop-based training proves to be an effective strategy for fostering sustainable professional development and improving the quality of education.

Keyword: Teacher Competency, Workshop-Based Training, Human Resource Management, Professional Development, Education

INTRODUCTION

Human Resource Management (HRM) is an aspect within the management discipline that emphasizes the management of human resource roles in organizational operations (Yuniarsih & Suwatni, 2021). HRM is not limited to personnel administration but also encompasses broad and comprehensive management strategies (Kushariyadi et al., 2025). This reflects a holistic perspective on human resources, positioning them as an integral part of all organizational activities. The focus on managing HR roles highlights the importance of individuals' active contributions in supporting organizational efficiency and effectiveness (Jailani, 2025). Effective HRM is closely linked to the achievement of organizational goals, where overall organizational performance can be enhanced through proper human resource management (Mintawati, 2024). Therefore, human resources serve not only as a supporting element but also as a key factor in the success of an organization (Artamevia et al., 2025).

In educational institutions, teaching and educational staff constitute highly important human resources. They serve as facilitators as well as the main driving force in implementing various educational programs within schools (Yulianto, 2023). Without these human resources, the educational process and all its components cannot operate optimally to achieve national education goals. The management of teaching and educational staff must be carried out in a structured, systematic, and sustainable manner to ensure positive contributions to the school environment and to enhance the overall quality of education (Pasaribu et al., 2025).

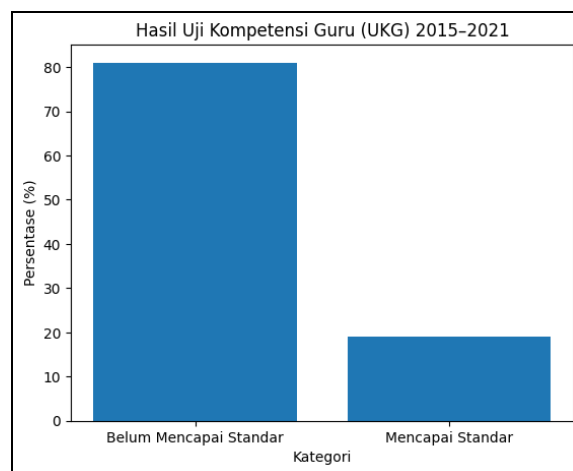


Source: *Info Pendidikan BIC* (2026)

Figure 1. Teacher Retention Composition of the People's School Program in Indonesia 2026 (*Komposisi Retensi Guru Program Sekolah Rakyat di Indonesia 2026*)

Data in Figure 1 shows that the teacher retention rate in the Sekolah Rakyat Program is relatively high, with 89.2% or 1,326 teachers choosing to remain in their roles. This indicates that, overall, the program has a fairly strong foundation in retaining its teaching workforce. The main factors supporting this high retention include teachers' strong sense of idealism, social support from local communities, and job security and stability.

However, the presence of 160 teachers, or around 10.8%, who resigned remains an important concern. This percentage highlights gaps in the human resource management system, particularly related to placement factors. Most of the teachers who resigned were assigned to areas with low accessibility, such as 3T regions (frontier, outermost, and underdeveloped areas), which present significant physical and psychological challenges. The contrast between teachers who stayed and those who resigned illustrates the tension between internal factors (such as idealism and commitment) and external factors (such as geographical conditions and infrastructure). This underscores that teacher retention is not determined solely by individual motivation but also by environmental support and institutional policies (Arrafinur & Bahrani, 2025). Therefore, more adaptive and contextual strategies are needed, particularly in providing incentives and support for teachers placed in high-difficulty areas, in order to minimize resignation rates and sustain the quality of education.



Source: Majelis Permusyawaratan Rakyat Republik Indonesia (2024)

Figure 2. Teacher Competency Test Results 2015-2021
(Hasil Uji Kompetensi Guru (UKG) Periode 2015-2021)

Data in Figure 2 indicates that teacher competency in Indonesia is conceptually structured through four main pillars pedagogical, personal, social, and professional further strengthened by the demand for technological mastery through the TPACK framework as an adaptation to digital advancements. Empirically, however, there remains a significant gap between the expected standards and actual conditions in the field, as reflected in the Teacher Competency Test (UKG) results from 2015–2021, which show that approximately 81% of teachers have not achieved the minimum score, while only 19% have met the required standard (MPR RI, 2024). This condition highlights that the primary challenge in Indonesian education does not lie in the competency framework, which is already comprehensive, but rather in its implementation and the actual improvement of quality in practice. Various development efforts, such as self-reflection through digital platforms, are already available but have not been optimally utilized by all teachers. This suggests that the constraints are not solely related to the availability of facilities, but also to individual readiness and awareness in continuously developing competencies.

The management of teaching and educational staff represents the implementation of human resource management concepts within educational organizations (Solehan, 2022). The primary objective of this management is to optimize human resource potential so that individuals can perform according to their roles and competencies, thereby effectively supporting the learning process (Saputra et al., 2025). The development of teacher professionalism needs to be carried out based on the needs of institutions, groups, as well as individual teachers themselves (Sumarlin & Laniar, 2025). This development aims to stimulate, maintain, and enhance the quality of educators in addressing various organizational

challenges (Hamid & Wahira, 2025). Although development based on institutional needs is important, the individual needs of teachers in undergoing the professionalization process also play a crucial role. This is due to the dynamic nature of learning and the continuous advancement of knowledge in line with the times, requiring teachers to consistently improve their competencies (Puspita et al., 2025). Teacher development programs must therefore be carefully and systematically planned to align with the educational goals to be achieved (Kim, 2026). Ultimately, optimal human resource development significantly influences the success of educational institutions in realizing their vision and mission (Rojniruttikul, 2025).

Teacher retention and development strategies have become essential. Based on the above considerations, the researcher is interested in conducting a study entitled “Analysis of the Impact of Workshop-Based Training Programs for Educators on Teacher Competency Development in Surabaya.” This study aims to describe and analyze the impact of implementing workshop-based training programs on the development of teacher competencies in Surabaya. The results of this study are expected to provide both practical and conceptual contributions to the field of human resource management, particularly within educational institutions. Furthermore, the findings are anticipated to serve as a reference for schools and policymakers in formulating strategies related to improving teacher performance, enhancing educator competencies, and advancing the overall quality of education to meet the demands of an ever-evolving era.

METHOD

This study employs a descriptive qualitative approach using a case study method to examine in depth the impact of workshop-based training programs on the development of teacher competencies in schools in Surabaya, which have a broader scope. The case study approach is chosen as it enables the researcher to obtain a holistic and contextual understanding of the phenomenon through data collection from multiple sources. The research data consist of primary data obtained through participatory observation of training and workshop activities, as well as secondary data derived from documents, archives, and official records related to teacher competency development programs in the schools. The research location is determined purposively by considering the presence of relevant training programs. Data collection techniques include observation and documentation, while data validity is ensured through triangulation of sources, techniques, and time. Data analysis is conducted through stages of data reduction, data display, and conclusion drawing/verification to produce systematic and comprehensive findings regarding the effectiveness of workshop-based training in improving teacher competencies.

RESULTS AND DISCUSSION

Implementation and Focus of Teacher Competency Development Workshop Programs in Surabaya

The implementation of workshop-based training programs for teachers in Surabaya during the 2024–2026 period demonstrates a significant transformation in the approach to developing educators’ competencies. Workshops organized by the Surabaya City Education Office in collaboration with the East Java Center for Teacher Mobilization have shifted from conventional models toward approaches that are more responsive to the actual demands of 21st-century education.

Empirically, the findings indicate that workshop materials are largely dominated by strategic issues such as digital learning transformation, the integration of Artificial Intelligence (AI), and the strengthening of technological literacy through coding. This is evident in programs such as the Early Childhood Teacher Coding Workshop in Sukolilo (July 2025), which directly contributed to improving teachers’ digital literacy at the early childhood education level. Analytically, this trend suggests that Surabaya has been highly responsive to

the demands of digital transformation in education, aligning with the Technological Pedagogical Content Knowledge (TPACK) framework, which emphasizes the integration of technology into teaching and learning processes.

In addition, the workshops place strong emphasis on strengthening numeracy skills and implementing the STEAM (Science, Technology, Engineering, Arts, and Mathematics) approach. The findings reveal that teachers who participated in these programs experienced improvements in their ability to design problem-based learning and foster critical thinking. From an analytical perspective, this supports the argument that the STEAM approach effectively enhances higher-order thinking skills (HOTS), which are key indicators in the Merdeka Curriculum.

Furthermore, character education topics such as anti-bullying, inclusivity, and growth mindset are integrated into the workshop materials. These programs not only increase teachers' awareness of the importance of creating safe and inclusive learning environments but also reinforce their role as agents of social change within schools. Therefore, the results indicate that workshop-based training impacts not only pedagogical and professional competencies but also strengthens teachers' social and personal competencies.

The focus of workshop programs in Surabaya extends beyond digitalization to include social and psychological dimensions in education. This is reflected in the implementation of the Teacher Competency Enhancement Workshop on Inclusion, Tolerance, and Gender Equality at SMA Negeri 15 Surabaya (April 2025). The results indicate that teachers experienced increased awareness of the importance of creating inclusive learning environments that respect diversity, including students' social backgrounds, cultural identities, and personal characteristics.

These findings suggest that teacher competency development in Surabaya has shifted toward a more holistic approach. It is no longer limited to hard skills such as technology integration and pedagogical techniques but also emphasizes soft skills, including empathy, social sensitivity, and inclusive awareness. This aligns with modern educational paradigms that position schools as social spaces that must be free from discrimination and stereotypes. Therefore, inclusion-based workshops contribute significantly to strengthening teachers' social and personal competencies.

In addition, the implementation of the Deep Learning Workshop at SMP Negeri 60 Surabaya (October 2025) demonstrates that educational transformation is also directed toward enhancing deep thinking skills. The findings show that teachers are beginning to shift from a knowledge-transfer approach to becoming facilitators of learning who encourage students to think critically, reflectively, and creatively. Analytically, this reinforces the idea that deep learning approaches are a key strategy in addressing the demands of 21st-century education.

Collaboration Among Organizers and the Effectiveness of the Workshop Model

Research findings indicate that the success of workshop programs in Surabaya is strongly influenced by a multi-actor collaboration model involving government institutions, universities, and teacher communities. Higher education institutions such as Universitas Negeri Surabaya, Universitas Muhammadiyah Surabaya, and Universitas Ciputra play a significant role in providing expert facilitators and developing research-based training curricula.

From the results perspective, this collaboration produces workshop programs that are more contextual and applicable, as they integrate academic approaches with practical needs in the field. Meanwhile, teacher communities such as Musyawarah Guru Mata Pelajaran and Kelompok Kerja Guru contribute by ensuring program sustainability through platforms for sharing best practices.

Further analysis shows that this collaborative model fosters a sustainable ecosystem of professional learning, often referred to as continuous professional development. This aligns

with the concept of a learning community, where interactions among educators become a key driver in enhancing competencies. Therefore, workshops are no longer merely one-time activities but evolve into continuous learning processes with long-term impact on teacher development.

The pattern of workshop collaboration in Surabaya has increasingly evolved toward strategic partnerships with the creative industry sector. This is reflected in the collaboration between Creative Media and SMK Siti Aminah Surabaya through the “Content Creator Skill Upgrading Workshop” program (February 2025).

The results of this program show that teachers were not only trained in pedagogical aspects but also in digital content production, including storyboard development, video editing using applications such as CapCut, and content distribution strategies on social media platforms. From a discussion perspective, this phenomenon indicates a shift in the role of teachers from merely delivering instructional material to becoming educational content creators who are able to adapt teaching methods to the characteristics of the digital generation (Gen Z).

Furthermore, this collaboration highlights how the education sector is beginning to adopt industry practices within the learning process. Conceptually, this aligns with the “link and match” approach between education and the workforce, particularly in vocational education. Therefore, workshop programs not only enhance individual teacher competencies but also strengthen curriculum relevance in meeting industry demands.

Implementation of Workshop Programs (Case Studies) and Their Impact

The case study analysis demonstrates that the implementation of workshop-based training programs has a tangible impact on improving teacher competencies in Surabaya. One notable example is the Public Speaking Workshop conducted at SMP Negeri 24 Surabaya in December 2025, which focused on enhancing teachers’ communication skills. The findings reveal a significant increase in teachers’ confidence when delivering instructional material, as well as their ability to manage classrooms in a more interactive manner. From an analytical perspective, this underscores that communication competence is a crucial component of pedagogical skills, which has often been underemphasized in conventional training models.

Another program, the Early Childhood Teacher Coding Workshop in Sukolilo (July 2025), showed measurable improvements in teachers’ ability to integrate technology into the learning process. Teachers were able to develop simple yet engaging digital learning media tailored to young learners. Analytically, this finding highlights that practice-based workshop approaches are effective in bridging the gap between teachers’ technological literacy and the increasing demands of digital learning environments.

Furthermore, the “Digital Transformation in Education” Workshop (February 2026) produced a significant impact on teachers’ understanding of Artificial Intelligence (AI) utilization and digital ethics. The results indicate that teachers became more selective and critical in using technology, thereby minimizing the risk of misuse. This discussion suggests that digital literacy should not be limited to technical proficiency alone but must also encompass ethical awareness and critical thinking.

The research findings are further reinforced by the implementation of a scientific learning-based workshop through the Teacher Training Workshop at MI Masjid Nasional Al-Akbar Surabaya (October 2025). This workshop demonstrates that teachers gained new insights into guiding students to think scientifically, including fostering curiosity, analytical skills, and applying inquiry-based learning approaches.

These findings indicate that practice-based scientific workshops are effective in improving the quality of learning, making it more exploratory and participatory. Teachers are no longer positioned as the central source of knowledge (teacher-centered), but rather as

facilitators who encourage active student engagement. This reinforces the effectiveness of workshops as a form of experiential learning-based training.

In the area of numeracy and digitalization, the Teacher Competency Development Workshop at SMP Muhammadiyah 7 Surabaya shows results in the form of improved teacher ability to integrate technology into numeracy learning. Teachers are able to utilize digital platforms and design more interactive, technology-based learning experiences. Analytically, this highlights the strategic role of workshops in simultaneously enhancing both pedagogical and professional competencies.

The strengthening of mindset is also evident through the Growth Mindset Workshop organized by the Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Surabaya. The results show that teachers became more adaptive, open to change, and motivated to engage in continuous learning. From a discussion perspective, this indicates that the success of workshop programs is not only measured by improvements in technical skills but also by shifts in teachers' mindsets as lifelong learners.

CONCLUSION

The findings demonstrate that workshop-based teacher training programs in Surabaya during the 2024–2026 period have undergone a substantial shift toward more adaptive, relevant, and future-oriented approaches. These programs are no longer limited to conventional training models but have evolved to address the complex demands of 21st-century education, particularly through the integration of digital technology, Artificial Intelligence, and innovative pedagogical strategies.

The results highlight that workshops play a significant role in enhancing teachers' competencies across multiple dimensions, including pedagogical, professional, social, and personal aspects. Emphasis on digital literacy, STEAM, numeracy, and deep learning has strengthened teachers' ability to design interactive, critical, and student-centered learning experiences. At the same time, the inclusion of character education, inclusivity, and psychological awareness reflects a broader, more holistic approach to teacher development.

In addition, the success of these programs is strongly supported by collaborative partnerships involving government institutions, universities, teacher communities, and the creative industry. This multi-stakeholder model not only ensures the relevance and applicability of training materials but also fosters a sustainable ecosystem of continuous professional development. As a result, workshops have transformed into ongoing learning processes rather than one-time activities.

Case study findings further confirm that workshop implementation has a direct and measurable impact on teachers' skills, including communication, technological proficiency, scientific thinking, and mindset development. Teachers are increasingly shifting their roles from knowledge transmitters to facilitators, innovators, and even educational content creators who can adapt to the characteristics of digital-native learners.

In conclusion, workshop-based training in Surabaya has proven to be an effective and strategic approach to improving teacher quality. It not only enhances technical and pedagogical skills but also shapes adaptive, reflective, and lifelong learning mindsets, ultimately contributing to the creation of a more responsive and inclusive educational environment

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