



Training Management in Enhancing the Professionalism of English Teachers

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ABSTRACT

This study aims to analyze the management of training in enhancing the professionalism of English teachers at *Sekolah Menengah Kejuruan (SMK)* Kota Batam, focusing on planning, implementation, and evaluation, as well as its effectiveness in improving teachers' competencies. A mixed methods approach with an explanatory sequential design was employed. The quantitative phase involved a survey of 35 English teachers at SMK Kota Batam using a validated Likert-scale questionnaire, analyzed through multiple linear regression. The qualitative phase was conducted through limited written interviews to explain and strengthen the quantitative findings. The results show that training management has a significant positive effect on improving teachers' professionalism. Effective planning, structured implementation, and comprehensive evaluation contribute to the development of teachers' pedagogical, professional, and technological competencies. Furthermore, well-managed training programs support the creation of systematic, targeted, and sustainable professional development for English teachers at SMK Kota Batam.

Keywords: teacher professionalism, english teachers, training management

INTRODUCTION

Vocational education plays a strategic role in preparing competent human resources who are ready to enter the workforce. However, the quality of vocational education graduates still faces various challenges, particularly in terms of global communication skills and alignment with industry demands. One of the key factors influencing this quality is teacher professionalism as the main actor in the learning process [1], [2]. Teachers are required not only to master subject content but also to implement innovative teaching strategies, adapt to technological developments, and align learning with workplace needs [3].

In the context of English language teaching, these demands become more complex, especially at vocational high schools [4], [5]. English teachers are expected not only to teach linguistic competence but also to integrate vocational contexts into their instruction [6], [7], [8], [9]. Empirical evidence shows that the professionalism of English teachers at vocational schools in Batam has not yet developed optimally [10]. This is reflected in limited mastery of vocational-based materials, lack of innovative teaching methods, and low utilization of educational technology [11], [12], [13], [14]. In addition, teacher training programs are often incidental, not systematically managed, and not fully aligned with teachers' needs or industry demands [15].

Previous studies have examined teacher training and professionalism. Li and He found that professional training for English teachers still faces limitations in access and quality, particularly in rural areas [16]. Octaviarnis emphasized the importance of applying Deming's quality management concept in teacher training to improve professionalism [17]. Jeon and Yoon highlighted that empirical experiences in training contribute significantly to the development of teacher professionalism [18]. Ragawanti et al. demonstrated that practice-based training enhances teaching competence in English [19], while Ulfa et al. confirmed that professional competence is a key factor in successful learning processes [20].

However, a research gap remains. Few studies comprehensively examine the management of English teacher training in vocational education by integrating planning, implementation, and evaluation aspects while linking them to industry needs. Moreover, previous studies tend to use a single-method approach, limiting a holistic understanding of training effectiveness and teachers' real experiences.

This study offers novelty by employing a mixed methods approach with an explanatory sequential design to analyze training management in enhancing English teacher professionalism. It integrates quantitative and qualitative data to provide a more comprehensive understanding. Additionally, this study

focuses on vocational schools in Batam as an international industrial area, offering a contextually relevant perspective.

This study aims to describe training management in enhancing English teacher professionalism, including planning, implementation, and evaluation. It also aims to analyze the effectiveness of training management in improving teachers' professionalism. Furthermore, this study seeks to explore teachers' experiences and perceptions of the training programs.

RESEARCH METHODS

This study employed a mixed methods approach with an explanatory sequential design, which integrates quantitative and qualitative methods in a sequential manner. The quantitative phase was conducted first to measure the effect of training management on teacher professionalism, followed by a qualitative phase to provide deeper explanations of the findings [21], [22].

The use of mixed methods allows the researcher to combine the strengths of both approaches. Quantitative data provide measurable and generalizable results, while qualitative data offer deeper insights into participants' experiences, perceptions, and contextual factors influencing the outcomes [23].

This approach was considered appropriate for this study as it aims not only to analyze the relationship between variables but also to understand the underlying reasons behind the effectiveness of training programs in improving teacher professionalism [24].

1. Research Subjects and Sampling Technique

The subjects of this study were 35 English teachers from Sekolah Menengah Kejuruan (SMK) in Batam. These participants were considered relevant because they are directly involved in the teaching process and have experience in professional training programs [25].

The sampling technique used was purposive sampling, which involves selecting participants based on specific criteria. In this study, the criteria included teachers who had participated in training programs related to professional development [26], [27].

This technique ensured that the data collected were relevant and aligned with the research objectives. By selecting participants with appropriate experience, the study was able to obtain more accurate and meaningful findings [28].

2. Data Sources

The data sources in this study consisted of primary and secondary data. Primary data were obtained directly from respondents, while secondary data were collected from supporting documents and relevant literature.

Primary data included responses from questionnaires and interviews conducted with

English teachers. These data provided direct information regarding training management and teacher professionalism [28].

Secondary data were used to complement and support the primary data, including documents related to training programs, institutional reports, and relevant references that strengthen the theoretical framework of the study [29].

3. Data Collection Techniques

Data were collected using two main techniques: questionnaires and interviews. The questionnaire was distributed online using Google Forms to facilitate efficient data collection from respondents. The questionnaire employed a Likert scale to measure respondents' perceptions of training management and teacher professionalism [30], [31].

This allowed for the collection of structured and quantifiable data. In addition, qualitative data were collected through limited written interviews. These interviews aimed to explore participants' experiences, perceptions, and challenges related to the training programs, providing deeper insights into the quantitative findings [32], [33].

4. Data Analysis Techniques

Data analysis was conducted in two stages, corresponding to the mixed methods design. The first stage involved quantitative analysis using descriptive statistics and multiple linear regression. Descriptive statistics were used to summarize the data, while regression analysis was applied to examine the relationship between training management and teacher professionalism. This analysis helped identify the significance and strength of the effect [34].

The second stage involved qualitative analysis using thematic analysis. This approach was used to identify patterns, themes, and meanings from the interview data, which were then used to explain and support the quantitative results [35], [36].

5. Data Validity

To ensure the validity of the data, the research instruments were tested for validity and reliability. Validity testing ensured that the questionnaire measured what it was intended to measure. Reliability testing was conducted to ensure consistency in the measurement results [37], [38]. A reliable instrument produces stable and consistent results across different conditions.

In addition, data credibility was strengthened through triangulation of methods by comparing quantitative and qualitative data [39], [40]. This approach increased the trustworthiness of the findings and ensured a more comprehensive interpretation of the results [41], [42].

Table 1. Summary of Research Methods

Aspect	Description
Approach	Mixed Methods (Explanatory Sequential Design)
Research Subjects	35 English Teachers at SMK in Batam
Sampling Technique	Purposive Sampling

Aspect	Description
Data Sources	Primary (Questionnaire, Interview); Secondary (Documents)
Data Collection	Questionnaire (Google Form), Written Interview
Instruments	Likert-scale questionnaire, Interview guide
Data Analysis	Descriptive Statistics, Multiple Linear Regression, Thematic Analysis
Data Validity	Validity & Reliability Test, Method Triangulation

Table 1 presents a comprehensive summary of the research methodology used in this study. It outlines the key components, including the research approach, subjects, sampling technique, data sources, data collection methods, instruments, data analysis techniques, and data validity procedures. The table shows that this study adopts a mixed methods approach with an explanatory sequential design, involving 35 English teachers selected through purposive sampling.

Furthermore, the table highlights that data were collected from both primary and secondary sources using questionnaires and written interviews. The instruments used include a Likert-scale questionnaire and an interview guide, which were designed to capture both quantitative and qualitative data. The analysis techniques consist of descriptive statistics, multiple linear regression, and thematic analysis, reflecting the integration of both research approaches.

Overall, Table 1 provides a clear and structured overview of the research design, ensuring transparency and coherence in the methodology. It also demonstrates that the study has systematically addressed key methodological aspects, including data validity through validity and reliability testing as well as triangulation, thereby strengthening the credibility of the research findings.

RESULT AND DISCUSSION

1. Training Management in Enhancing Teacher Professionalism

The descriptive analysis results indicate that training management, which includes planning, implementation, and evaluation, is categorized as moderate but not yet optimal. Training planning has not been fully based on teachers’ needs, implementation tends to be general, and evaluation is not conducted comprehensively or sustainably.

Table 2. Descriptive Statistics of Training Management

Indicator	Mean	Category
Planning	3.45	Moderate
Implementation	3.52	Moderate
Evaluation	3.38	Moderate

Table 2 presents the descriptive statistics of training management, including planning, implementation, and evaluation. The results show that all three indicators fall into the moderate category, with implementation having the highest mean score, followed by planning and evaluation. This indicates that while training activities have been carried out relatively well, they have not yet reached an optimal level. The relatively lower score in evaluation suggests that follow-up assessment and continuous improvement mechanisms are still limited. Overall, the table reflects that training management practices need to be strengthened, particularly in aligning planning and evaluation with teachers’ actual needs.

These findings suggest that although training programs have been implemented, their management has not yet reached an effective level. This is consistent with Li and He [16], who found that teacher training quality is often limited by weak planning and evaluation components.

2. Effect of Training Management on Teacher Professionalism

The results of multiple linear regression analysis show that training management has a positive and significant effect on the professionalism of English teachers. This is indicated by significance values below 0.05.

Table 3. Regression Analysis Results

Variable	Beta	t-value	Sig.
Planning	0.312	2.45	0.019
Implementation	0.356	2.78	0.008
Evaluation	0.298	2.21	0.032
R²	0.64		

Table 3 shows the results of multiple linear regression analysis examining the effect of training management variables on teacher professionalism. The findings indicate that planning, implementation, and evaluation all have positive and statistically significant effects, as reflected by significance values below 0.05. Among these variables, implementation has the highest beta coefficient, indicating that it is

the most influential factor in improving teacher professionalism. The R² value of 0.64 suggests that 64% of the variance in teacher professionalism can be explained by training management variables, while the remaining 36% is influenced by other factors outside this study. These results confirm the importance of well-managed training in enhancing teacher competence.

These results indicate that training management contributes 64% to the improvement of teacher professionalism, with implementation as the most dominant factor. This finding supports Octaviarnis [17], who emphasized the importance of quality-based training management in enhancing teacher professionalism.

Table 4. Qualitative Findings (Thematic Analysis)

Theme	Description
Benefits	Improved teaching skills and knowledge
Relevance Issues	Lack of vocational-based materials
Challenges	Limited time and follow-up support

Table 4 presents the qualitative findings derived from thematic analysis of teachers' responses. The results are categorized into three main themes: benefits, relevance issues, and challenges. Teachers reported that training programs contributed positively to improving their teaching skills and knowledge. However, they also highlighted issues related to the lack of vocational relevance in training materials, indicating a gap between training content and real classroom needs. Additionally, challenges such as limited training duration and lack of follow-up support were identified. These findings provide deeper insights into the quantitative results, emphasizing that the effectiveness of training depends not only on its implementation but also on its relevance and sustainability.

These findings align with Jeon and Yoon [18], who argue that training experiences contribute to teacher professionalism, but their effectiveness depends on the relevance and continuity of the programs.

4. Integration of Quantitative and Qualitative Findings

The integration of quantitative and qualitative findings indicates that well-managed training positively influences teacher professionalism. However, its effectiveness largely depends on proper planning, contextual relevance, and program sustainability. While quantitative data show a significant effect, qualitative findings explain that less contextual training reduces its impact.

These results are also supported by Ragawanti et al. [19], who found that practice-based training is more effective in improving teaching competence. Furthermore, Ulfa et al. [20] highlighted that teacher professionalism is strongly influenced by continuous and well-structured professional development.

Therefore, this study emphasizes that structured, needs-based, and vocationally relevant training management is essential in enhancing the professionalism of English teachers. This also contributes to the development of more effective and sustainable teacher training models.

Furthermore, this study highlights the importance of integrating vocational perspectives into training design, particularly in the context of

3. Teachers' Perceptions of Training Programs

The qualitative findings reveal that teachers have positive perceptions of the training programs, particularly in improving their teaching skills and knowledge. However, several challenges were identified, including the lack of vocational relevance in training materials and limited training duration.

English teaching. Teachers require training that bridges linguistic competence with industry-specific communication skills, enabling them to deliver more relevant and applicable learning experiences. Without such integration, training programs risk becoming disconnected from the actual demands faced by teachers and students [43], [44].

Therefore, this study underscores that effective training management must be systematic, needs-based, contextually relevant, and sustainable. The combination of strong planning, practical implementation, and continuous evaluation is essential to ensure that training programs lead to meaningful improvements in teacher professionalism. This integrated approach not only enhances individual competencies but also contributes to the development of more adaptive and future-oriented teacher training models.

CONCLUSION

Conclusions describe the answer to the hypothesis and research objectives or scientific findings obtained. The conclusion does not contain a repetition of the results and discussion, but rather a summary of the findings as expected in the objective or hypothesis.

This study concludes that training management plays a significant role in enhancing the professionalism of English teachers. The findings demonstrate that planning, implementation, and evaluation collectively contribute to improving teachers' pedagogical, professional, and technological competencies. Among these components, implementation emerges as the most influential factor, indicating that the effectiveness of training largely depends on how well it is executed in practice. However, the overall quality of training management remains moderate, suggesting the need for more systematic, needs-based, and sustainable approaches.

The integration of quantitative and qualitative findings further reveals that although training programs have a positive impact, their effectiveness is constrained by limited relevance to vocational contexts, insufficient duration, and lack of follow-up support. These findings highlight that improving teacher professionalism requires not only access to training but also high-quality management that aligns with real classroom needs and industry demands.

From a practical perspective, this study implies that policymakers, school leaders, and training providers should prioritize the development of structured and continuous training programs. Training should be designed based on teachers' needs, incorporate vocationally relevant content, and include comprehensive evaluation mechanisms. In addition, continuous professional development should be supported through mentoring, follow-up programs, and integration of technology-enhanced learning.

Theoretically, this study contributes to the literature by providing a comprehensive model of training management using a mixed methods approach, offering deeper insights into both measurable outcomes and lived experiences of teachers. It also strengthens the understanding that effective training is not merely about delivery but about strategic management.

In conclusion, enhancing the professionalism of English teachers requires a shift from incidental training practices toward a systematic, contextualized, and sustainable training management model. Such transformation is essential not only to improve teacher competence but also to ensure that vocational education can effectively respond to the evolving demands of the global workforce.

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