

Capacity Building for English Teachers to Improve the Quality of Education in Schools

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ABSTRACT. *Improving the quality of education in Indonesia, particularly in English language teaching, is crucial as English is key to addressing the challenges of globalization. In this context, the capacity of English teachers plays a vital role, as they are the primary link between students and the English language skills that open access to global resources. However, English language teaching in Indonesia faces various challenges, including inadequate facilities, competency mismatches among teachers, and limited access to continuous professional development. To address these challenges, this training program aims to enhance the capacity of English teachers by developing their pedagogical skills, deepening their understanding of subject matter, and integrating technology into English instruction. The program includes various activities, such as interactive workshops and online training, designed to introduce innovative teaching methods and improve the use of technology in the teaching and learning process. The expected outcome of these activities is an improvement in the quality of English teaching in Indonesia, which will in turn enhance students' English proficiency and better prepare them to compete at a global level. Additionally, with increased teacher capacity, the program is also expected to strengthen the reputation of schools and expand career opportunities for students in the future.*

Keywords: *Teacher Capacity, English Language Teaching, Continuous Training, Technology In Education, Education Quality*

INTRODUCTION

English, as a global language, plays a crucial role in Indonesia's education system. Strong English language skills can provide students with access to global resources, expand their educational opportunities, and prepare them for the international job market. However, English language teaching in Indonesia continues to face significant challenges (Lestari, 2022). While the importance of English language acquisition is increasingly recognized, teaching practices in schools still face numerous obstacles, including inadequate facilities, competency mismatches among teachers, and limited access to quality, ongoing training. This issue is becoming more pressing, particularly given the role of English in improving global competitiveness (Ardi, 2023).

According to Hidayat (2017), one of the main factors affecting the quality of English teaching is the varying pedagogical abilities of teachers. Some teachers possess higher knowledge and skills, while others struggle to deliver material effectively (Sari & Setiawan, 2022). This gap contributes to the uneven quality of education across different regions, particularly in resource-constrained areas. Additionally, the disparity in the use of educational technology exacerbates this issue. For example, a study by Amin (2006) found that English language teaching in Indonesia is often hindered by the lack of adequate technological facilities, even though the use of technology can enrich students' learning experiences and support the development of teachers' teaching skills (Azizah & Sulistyawati, 2021).

If not addressed promptly, this gap in teacher competence can worsen students' ability to master English (Santoso & Prasetyo, 2022). Teaching that does not align with the latest developments in education can hinder students' understanding of English and lower the overall quality of learning. This highlights the importance of interventions to improve teachers' capacity to teach English in more effective and innovative ways (Wahyu & Permana, 2021).

Continuous training for English teachers is one solution to overcome this problem. Systematically and continuously conducted training can help teachers improve their pedagogical skills, deepen their subject matter knowledge, and introduce more interactive teaching methods. Additionally, the integration of technology into learning can be a key factor in supporting more effective English language teaching (Casio, 2006). Through partnerships between educational institutions, such as universities and training organizations, and the appropriate utilization of technology, the quality of English language teaching can be improved,

which in turn will enhance the overall quality of education in Indonesia (Nurlaila & Dwi, 2023).

Based on the background outlined above, the purpose of this service is to enhance the capacity of English teachers through training focused on improving pedagogical skills, subject matter understanding, and the integration of technology in English learning. This service aims to introduce innovative teaching methods and improve teachers' ability to utilize technology in the learning process. Ultimately, it is expected to create a significant change in the quality of English teaching in Indonesia, making it more effective and relevant to the needs of global education (Susanto & Mahendra, 2023).

METHODS

To achieve the objectives of this service, which focus on enhancing the capacity of English teachers through technology-based training and innovative teaching methodologies, the approach used is Participatory Action Research (PAR). This method was selected due to its foundational principles that promote active collaboration between researchers and participants (English teachers) in addressing educational challenges together. PAR enables researchers to work directly with teachers in designing, implementing, and evaluating the service program, while empowering them to take an active role in the learning process.

Steps for Implementing the Service Program

The steps involved in implementing this service program include the following stages, as outlined in the flowchart below:

1. **Problem Identification:** At this stage, the service providers and English teachers jointly identify the obstacles faced in teaching English, such as a lack of pedagogical understanding, limited knowledge of technology, and insufficient access to ongoing training.
2. **Training Program Planning:** Based on the results of the problem identification, the service providers design a training module tailored to the teachers' needs. The training materials focus on enhancing pedagogical skills, mastering subject matter, and integrating technology into learning.
3. **Training Implementation:** The training is conducted interactively through workshops, seminars, and online courses. Teachers are given the opportunity to practice the new techniques introduced during the training. Each session incorporates the use of educational technology to enrich the learning experience.
4. **Evaluation of the Learning Process:** The service providers, together with

the participants, periodically evaluate the effectiveness of the training program. This evaluation includes direct observation of the implementation of new teaching techniques in the classroom, as well as feedback collection from participants.

5. **Reflection and Improvement:** Based on the evaluation, improvements or adjustments are made to the training program to ensure its relevance and effectiveness. This step aims to maximize the outcomes of the training.
6. **Documentation and Dissemination of Results:** The results of the training are documented in the form of a report that includes an analysis of the successes and challenges encountered. This documentation will serve as a reference for further development and will be disseminated to other educational institutions to expand the impact of the program.

Subjects and Data Collection Techniques

Subjects of the Service Program: The participants in this program are English teachers who teach in schools in areas with limited access to ongoing training and educational technology. These teachers were selected based on the criteria of diverse pedagogical skill levels and their willingness to participate in the training.

Data Collection Techniques: Several techniques were employed to collect the data needed for this service program, including:

1. **Interviews:** Semi-structured interviews were conducted with teachers to explore the challenges they face in teaching English and their perceptions of the training provided.
2. **Observation:** The service providers conducted direct observations of teachers' teaching practices after the training to assess how effectively the new methods and technologies were applied.
3. **Questionnaires:** Questionnaires were distributed to the trainees to gather feedback on the training materials, the use of technology, and their involvement in the training sessions.
4. **Documentation:** During the training process, photographs and videos were taken to document the learning activities and the results of applying the new teaching techniques.

Data Processing and Analysis

Data obtained through interviews, observations, and questionnaires will be analyzed using qualitative methods. This analysis will identify common patterns, challenges, and successes achieved by teachers in implementing the new techniques. Additionally, quantitative data from the questionnaires will be analyzed to measure participant satisfaction and the

effectiveness of the training in improving teachers' pedagogical skills. The results of this analysis will be used to evaluate the effectiveness of the training program and provide recommendations for improvement.

RESULTS AND DISCUSSION

RESULTS

The implementation of this community service program focused on enhancing the capacity of English teachers in Indonesia through continuous professional development. The training aimed to improve pedagogical skills, subject knowledge, and the integration of technology in teaching. The program's results indicate that teachers showed a significant improvement in their confidence and ability to apply new teaching methods, particularly those incorporating technology. Post-training assessments revealed an increase in teachers' satisfaction with their teaching performance and a positive shift in students' engagement during lessons (Santoso & Prasetyo, 2022).

Surveys conducted before and after the training demonstrated a significant increase in teachers' self-reported confidence in using modern teaching strategies and technology. Teachers in rural areas, who had previously faced challenges such as limited access to resources, reported feeling better equipped to engage their students effectively. A substantial number of teachers also reported using digital tools and online platforms to supplement their teaching, a practice that had previously been uncommon in their classrooms. This finding is consistent with studies showing that technology integration is essential for enhancing educational outcomes (Sari & Setiawan, 2022).

Tabel 1. Improvement in Teachers Competencies Post-Training

Competency Area	Pre-Training Score (%)	Post-Training Score (%)	Improvement (%)
Pedagogical Skills	60	85	25
Content Knowledge	65	90	25
Technology Integration	40	75	35
Student Engagement	50	80	30

This table demonstrates that teachers experienced an average improvement of 25-35% in key competency areas, with the greatest gain

observed in technology integration. The use of digital tools and online learning resources became a crucial component in enhancing the learning experience (Ramadhani & Hartono, 2022).

DISCUSSION

The results indicate that continuous professional development, particularly when combined with technology integration, significantly enhances teachers' skills and teaching effectiveness. The increase in teachers' self-reported confidence and competence, especially in utilizing digital tools, underscores the importance of adapting modern teaching strategies. This outcome aligns with findings from research by Santoso & Prasetyo (2022), which emphasizes the role of technology in improving teaching practices and student engagement.

Furthermore, the program's success in rural areas, where resources were previously limited, highlights the critical importance of accessibility in educational development. As noted by Ramadhani and Hartono (2022), when teachers are equipped with both knowledge and practical tools, they can overcome the resource constraints they face and deliver better educational outcomes. This suggests that providing teachers with proper training and support, especially in underserved areas, is essential for improving the quality of education across the nation (Sari & Setiawan, 2022).

However, challenges remain in fully integrating technology into classrooms, especially in remote areas where infrastructure remains a significant barrier. While many teachers reported using digital tools post-training, some still faced difficulties accessing consistent internet or obtaining necessary equipment. This limitation is consistent with the findings of Sari & Setiawan (2022), who pointed out that the digital divide remains a major challenge in rural education systems.

The theoretical framework of Participatory Action Research (PAR) proved to be effective in this context. By involving teachers directly in the planning, execution, and evaluation of the training program, the approach fostered a sense of ownership and empowerment. As a result, teachers were more motivated to implement what they had learned in their classrooms. This participatory model has been shown to contribute to sustainable change in educational settings (Sari & Setiawan, 2022).

Looking ahead, the integration of technology must be prioritized as part of future educational development initiatives. However, further attention must be given to addressing infrastructural gaps, particularly in remote and rural areas, to ensure that all teachers can benefit equally from

these advancements. Additionally, ongoing support and training should be provided to ensure that teachers continue to improve their skills and adapt to new teaching methodologies.

CONCLUSION

This community service program has successfully demonstrated the positive impact of continuous professional development for English teachers, particularly in enhancing pedagogical skills, subject knowledge, and the integration of technology in teaching. The results indicate significant improvements in teachers' confidence, their ability to engage students, and their use of digital tools in the classroom. Teachers, especially those in rural areas, reported feeling better equipped to face the challenges of teaching, particularly with the integration of technology, which had previously been limited in their classrooms.

However, challenges such as infrastructural limitations and the digital divide persist, particularly in remote areas. Despite these challenges, the program has shown that with the right training and support, teachers can overcome resource constraints and significantly improve the quality of their teaching. The Participatory Action Research (PAR) approach was effective in fostering collaboration and ownership among teachers, which contributed to the sustainability and success of the program.

Future efforts should continue to prioritize providing teachers with ongoing professional development, support, and access to necessary technological resources, ensuring that all educators, regardless of their location, can benefit equally from advancements in teaching methodologies. This will contribute to the continued improvement of English education in Indonesia, equipping students with the skills they need to succeed in a globalized world.

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