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Students' Perceptions of the Implementation of the Teacher Training and Development Program (TTDP) in Improving Teaching Skills

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Abstract

The growing gap between the curriculum taught in educational institutions and the demands of the workforce in the education sector highlights the need for more relevant teacher training, emphasizing the importance of evaluating microteaching programs. Therefore, the Faculty of Tarbiyah at UNIDA Gontor developed a microteaching program named the Teacher Training and Development Program (TTDP). The purpose of this study is to explore students' perceptions of the implementation of the Teacher Training and Development Program (TTDP) at the Faculty of Tarbiyah, UNIDA Gontor. This study investigates the effectiveness of the TTDP as perceived by 6th-semester students. The study uses a quantitative design with a survey approach. Data was collected through a Likert scale questionnaire distributed via Google Forms. The collected data was analyzed descriptively with percentages, and through qualitative analysis, including data collection, reduction, presentation, and drawing conclusions. The study assesses students' perceptions of various teaching skills. The results show: 1) Based on students' perceptions, there is a strong positive impact of the TTDP program in developing teaching skills, with the majority of students reporting significant improvement in their ability to explain material, manage classrooms, ask meaningful questions, guide discussions, apply diverse teaching methods, and provide effective reinforcement. 2) This study found the innovative design of the TTDP program, which differs from other microteaching programs by integrating the needs of various types of educational institutions (madrasah, schools, and pesantren) in the teaching materials. 3) This study highlights the contribution of TTDP in addressing curriculum gaps and aligning teacher education with market needs, so the TTDP teacher training model can be implemented in various education faculties across Indonesia.

Keywords: Students' Perceptions, TTDP, Teaching Skills.

Introduction

The achievement of learning objectives is heavily influenced by the performance of various stakeholders, particularly teachers. According to Law Number 20 of 2003, teachers are professional educators responsible for planning and implementing the learning process, assessing learning outcomes, and consistently guiding students. Teachers play a pivotal role in developing students' potential, as they are central to planning and preparing classroom instruction, managing the classroom environment and student dynamics, and exercising their professional authority. Additionally teachers hold a critical role in evaluating both the learning process and its outcomes (Sele & Sila, 2022).

Education in Indonesia continues to improve over time through curriculum reforms. The curriculum is a dynamic concept that evolves with the progress of the times and the learning needs of each era. In the 21st century and the era of Society 5.0, a new innovation has emerged: the Merdeka Belajar Curriculum. This curriculum is anticipated to foster a more flexible and

relevant education system aligned with the Society 5.0 framework, where individuals are expected to leverage technology to solve various social challenges (Azizah, N., & Mufidah, Z, 2023).

However, the essence of the curriculum itself fundamentally lies in the educator, making the basic teaching skills possessed by educators highly influential on the success of students' learning competency achievements. Therefore, basic teaching skills are a key factor that must be prioritized, particularly for students in education study programs (Shabrina, 2022). Teachers must possess the ability to teach, continually learn, act as agents of change within schools, and build strong relationships with the community to enhance the quality of education in their schools. Teachers play a vital role in preparing students to face the future. Therefore, they must understand future living conditions, anticipate emerging challenges, and identify opportunities that can be utilized to help students succeed. It is essential for all teachers to recognize the challenges and opportunities of the 21st century to effectively prepare students for their future(Abidah et al., 2022).

Based on the research findings, basic teaching skills have a direct and significant effect on the learning process, as well as on students' skills and performance. Furthermore, there is a correlation between teaching skills and students' perceptions of learning, where the better the teacher's teaching abilities, the more positive the students' perceptions are towards both the teacher and the learning experience. Another study shows that teaching ability is positively and significantly related to learning motivation, meaning that the teaching level of a teacher affects students' learning motivation (WIDYASTO, E. S, 2018). Another study shows that teaching ability is positively and significantly related to learning motivation, meaning that the teaching level of a teacher affects students' learning motivation (Co et al., 2021). Teaching skills are an essential part of developing pedagogical competence, which integrates pedagogical knowledge into teaching practices. These teaching skills should also be complemented by reflective and communication skills to optimize performance and create opportunities for student success (Susanto, R., 2022).

Various issues in the field of education continue to arise, one of which is the problem of teacher placement. For example, some schools may receive a new teacher, but the relevant subject is already fully assigned, requiring the teacher to teach a different subject outside their area of expertise. In addition to this issue, education programs in Indonesia, as the main producers of future teachers, have not been able to improve the quality of graduates who possess basic teaching skills aligned with the demands of the times and are ready to be placed in various educational levels and models in Indonesia. One of the objectives of Sustainable Development Goal (SDG) 4.c is to significantly increase the availability of qualified teachers by 2030. (Statistik BP., n.d.)

However, issues related to the lack of basic soft skills in teacher profiles remain common, as highlighted by research conducted by Wawan et al. Several key aspects were identified: (1) there are still concerns and questions about the objectives of the Merdeka Belajar curriculum; (2) there is a significant imbalance in the development and education of soft skills in higher education institutions compared to the needs of the workforce. The workforce demands graduates who possess a balance between hard skills and soft skills, with soft skills accounting for 85% and hard skills only 15 %.This research (Ismail et al., 2023) has found that there are 10 essential soft skills that Generation Z needs in order to succeed in the Fourth Industrial Revolution and Society 5.0. These skills are as follows: Complex Problem Solving, Critical Thinking, Creativity, People Management, Coordinating With Others, Emotional Intelligence, Judgement And Decision Making Skill, Service Orientation, Negotiation and Cognitive Flexibility. (3) Therefore, higher education institutions must accelerate the development of curricula that

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align with the Merdeka Belajar curriculum and adhere to the Indonesian National Qualification Framework (KKNI). Another issue is that several concepts of integrated learning are still not well understood by students. They continue to face difficulties in understanding the stages of integrated lesson planning and the appropriate strategies for effectively integrating different subjects or fields of study (Arrosyad, M. I., Syanjaya, D., Melani, E., & Urbiaz, I, 2023).

Education programs in Indonesia are currently among the most dominant fields of study in higher education institutions. According to data from PDDikti, education fields such as Primary School Teacher Education (PGSD), Islamic Education, Language Education, and other education-related majors, which are widely offered across universities in Indonesia, have the largest number of students in the country, with more than 1.3 million students, or approximately 21.5% of the total student population in higher education.(*Data PDDIKTI*, n.d.)

As one of the most popular fields of study in Indonesia, the education programs in the country have yet to address the fundamental issues in the education sector. In fact, education faculties within institutions should be the key factor in producing competent and high-quality teachers. Therefore, the Faculty of Tarbiyah at UNIDA Gontor is part of an educational institution that continues to make efforts to improve its curriculum in order to produce the ideal teacher profile.

One of the initiatives undertaken is the design of the TTDP (Teaching Training & Development Program). This program is an innovation in micro-teaching practices at the Faculty of Tarbiyah, UNIDA Gontor. The goal of this program is to provide students with a deep understanding of the nature of curricula in Pesantren, schools, and Madrasahs. Additionally, the program aims to equip students with the skills needed to design effective lessons and the ability to implement them in practice.

The TTDP program, which has been running for the past two years at the Faculty of Tarbiyah, UNIDA Gontor, is an innovation in microteaching practices. This program is designed to enhance the teaching skills of students by integrating effective teaching methods across various educational settings, including Pesantren, schools, and Madrasahs.

The innovation implemented in this program includes curriculum Integration: The TTDP program integrates various curriculam from Pesantren, schools, and Madrasahs, providing students with a comprehensive understanding of how existing teaching methods can be adapted and applied to different types of educational institutions.The program emphasizes microteaching as the primary method for developing teaching skills. Students have the opportunity to plan and deliver lessons in controlled scenarios, after which they receive constructive feedback for improvement.This program focuses on effective teaching and teaches innovative techniques as well as teaching strategies that are relevant to the educational environments of Pesantren, schools, and Madrasahs.

This program also emphasizes the development of practical skills through simulations, role-playing, and project-based assessments to ensure that students are ready to face real-world challenges in the workforce and industry. With this design, the TTDP program aims to prepare students to become competent teachers who can easily adapt to various educational environments and apply effective teaching methods tailored to the specific needs of each educational institution.

As a result, graduates of the Faculty of Tarbiyah, UNIDA Gontor, will be prepared to enter the workforce, contribute to society, and adapt to various curriculum models in educational institutions across Indonesia. Based on the phenomenon described above, this study aims to explore students' perceptions of the implementation of the TTDP (Teaching Training & Development Program). The findings of this study are expected to provide valuable insights for the development and improvement of the program in the future. Unlike previous studies, this research delves into how these innovative training methods align with the unique educational

needs of various institutions in Indonesia, providing a fresh perspective on teacher preparation models. The findings are expected to offer valuable insights that can not only enhance the TTDP but also contribute to shaping more adaptable and effective teacher training frameworks for diverse educational environments.

Method

Research Design

The design of this research is qualitative, aiming to explore and understand complex concepts or phenomena. This study was conducted using approaches such as interviews, observations, and document analysis to gain a deeper understanding from the perspectives of the research participants and to explain phenomena that have not been widely understood or studied in depth (Gregar, J., 2023).

Data Collection Techniques

The subject of this study consists of 86 students from the 6th semester of the Faculty of Tarbiyah at Darussalam University, as they are participating in the Teaching Training & Development Program (TTDP) during this semester. To address Research Question 1 (RQ1), the survey questionnaire was adapted from (Anton Adi Purwanto & Syafryadin, 2023) The questionnaire consists of 6 items measured on a four-point Likert scale: "Strongly Disagree (STS), Disagree (TS), Agree (S), Strongly Agree (SS)." It was created using Google Forms and distributed to participants via WhatsApp.

The collected data were analyzed using descriptive analysis techniques, particularly in the form of percentages, as well as qualitative analysis, which involved data collection, data reduction, data presentation, and drawing conclusions. To ensure the validity of the data, the study was conducted by increasing perseverance, performing data source triangulation, and conducting member checks. These steps are expected to ensure the validity and reliability of the data obtained in this study (Rossa A, Suharmi, Indra N.R., 2024).

Data Analysis

The questionnaire in this study employs a four-point Likert scale: Strongly Disagree, Disagree, Agree, and Strongly Agree. Each response is assigned a score: Strongly Disagree (1), Disagree (2), Agree (3), and Strongly Agree (4). The total scores are then calculated, and the percentage of each score is determined. The results, presented as percentages, will be displayed in a table and interpreted into descriptive terms to provide an evaluative meaning that can be easily understood.

Results

Based on the questionnaire given to the 6th-semester students of the Faculty of Tarbiyah, UNIDA Gontor, using a 1-4 Likert scale, this explains the students' perception of the implementation of the Teacher Training & Development Program, which will be explained in the following description ;

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Skill in the explanation material

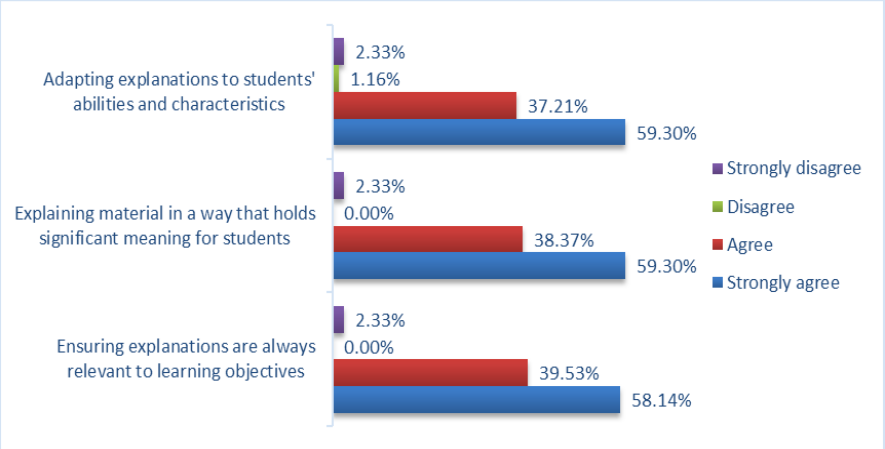


Figure 1. students' perceptions of the TTDP program's in improving Skill in the explanation material

Based on the graph, the students' perceptions of the TTDP program in improving skills related to the explanation of material can be summarized as follows:

a. Adapting explanations to students' abilities and characteristics: The majority of students (59.30%) feel that the TTDP program has been effective in helping teachers adapt their explanations to students' varying abilities and characteristics. However, there is a small percentage (2.33%) who disagree with this statement, and a very small portion (1.16%) who are neutral.
b. Explaining material in a way that holds significant meaning for students: A similar trend is seen here, with 59.30% of students perceiving the program as effective in ensuring the material is explained in a meaningful way. Again, a small percentage (2.33%) disagree, but the majority supports this aspect of the program.
c. Ensuring explanations are always relevant to learning objectives: The perception of TTDP's effectiveness in ensuring that explanations are aligned with learning objectives is also positive, with 58.14% of students agreeing. As with the other two areas, there is a small minority (2.33%) who disagree, and no students were neutral.

Classroom management skills

The data on students' perceptions of the TTDP program's in improving the classroom management skills, as shown in the graph below :

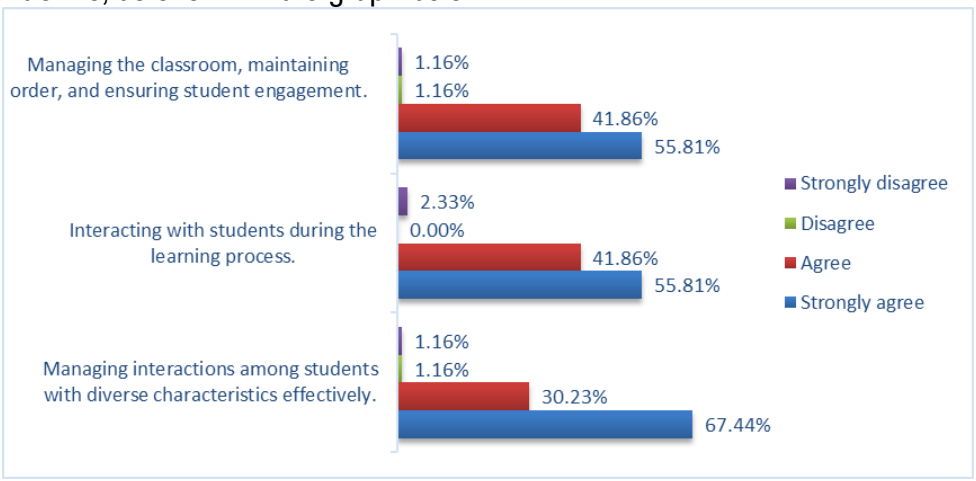


Figure 2. students' perceptions of the TTDP program's in improving

The survey results show that the majority of students feel confident in their ability to manage interactions among students with diverse characteristics after participating in the TTDP program. A total of 67.44% strongly agree, and 30.23% agree with this statement, while only 2.32% disagree. This indicates that most students believe they are capable of effectively managing the diverse dynamics in the classroom.

Regarding interactions with students during the learning process, the majority of respondents, 55.81%, strongly agree that they are successful in engaging with their peers effectively. An additional 41.86% agree, and no respondents disagreed, though 2.33% strongly disagreed. These results suggest that while most students feel capable, a small number may face challenges in interacting effectively during lessons.

When it comes to managing the classroom, maintaining order, and ensuring student engagement, over half of the respondents (55.81%) strongly agree that they are able to manage these tasks well, while 41.86% agree. However, 2.32% of students expressed dissatisfaction or faced challenges in this area. Overall, these results indicate that most students feel confident in maintaining classroom order and engagement, though a few still encounter difficulties

The skill of asking questions

Here is the data related to students' perceptions of the TTDP program in improving their questioning skills:

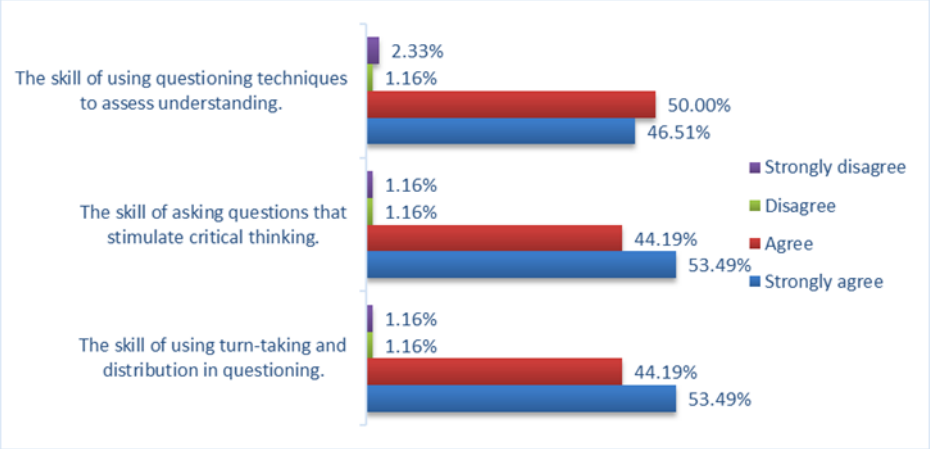


Figure 3. students' perceptions of the TTDP program's in improving The skill of asking question

The survey results indicate that most students are confident in their questioning skills after participating in the TTDP program. Specifically, 53.49% strongly agree, and 44.19% agree that they are proficient in using turn-taking and distribution when questioning, suggesting that these techniques are effective for most students. Only a small percentage (2.32%) disagree, indicating that these strategies are widely understood and applied.

Similarly, when it comes to asking questions that foster critical thinking, 53.49% strongly agree, and 44.19% agree, demonstrating that a significant number of students feel capable of asking questions that encourage deeper reflection. Once again, only 2.32% disagree, showing that the majority are able to engage their peers in thoughtful discussions through their questions.

Regarding the use of questioning techniques to assess understanding, 46.51% strongly agree, and 50% agree, highlighting that most students are confident in using questions as an effective assessment tool. However, 3.49% disagree, suggesting that some students may still face challenges in fully utilizing questioning for assessment purposes. Overall, the results show that while most students feel skilled in questioning, a few continue to encounter difficulties in specific areas.

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The skill of guiding discussions

Here is the data on students' perceptions of the TTDP program in improving the skill of guiding discussions, as shown in the graph below:

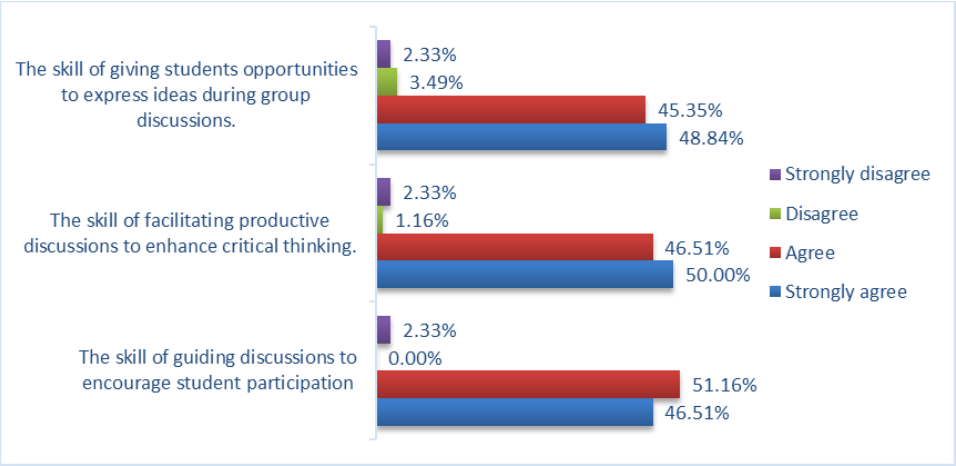


Figure 4. students' perceptions of the TTDP program's in improving The skill of guiding discussions

The survey results on the skill of guiding discussions show a high level of confidence among students after participating in the TTDP program. For guiding discussions to encourage student participation, 46.51% strongly agree, and 51.16% agree, indicating that most students feel capable of facilitating discussions that actively engage their peers. Only 2.33% strongly disagree, suggesting that while the majority feel proficient, a few students may still face challenges in fully encouraging participation.

In terms of facilitating productive discussions to enhance critical thinking, 50% strongly agree, and 46.51% agree, showing that many students believe they have developed the ability to stimulate critical thinking through discussions. However, 1.16% disagree, and 2.33% strongly disagree, indicating that some students find it difficult to create discussions that foster deeper, critical thinking.

Regarding providing students with opportunities to express their ideas during group discussions, 48.84% strongly agree, and 45.35% agree, reflecting that most students feel confident in offering their peers the chance to share their thoughts. However, 3.49% disagree, and 2.33% strongly disagree, pointing to a small number of students who face challenges in creating a space for expression during group discussions. Overall, while most students feel skilled in guiding discussions, a few report difficulties in specific areas.

The ability to implement a variety of teaching methods and strategies in learning

This is the data related to students' perceptions of the TTDP program in improving the implementation of a variety of teaching methods and strategies in learning:

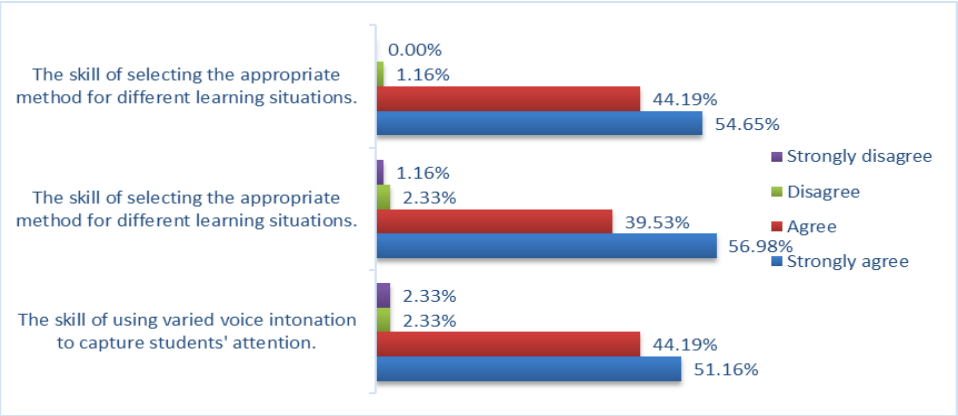


Figure 5. students' perceptions of the TTDP program's in improving to implement a variety of teaching methods and strategies in learning

The survey results indicate that most students feel confident in their skills after participating in the TTDP program. Regarding the skill of using varied voice intonation to capture students' attention, 51.16% strongly agree, and 44.19% agree, suggesting that the majority of students are comfortable using this technique to engage their peers. However, 2.33% disagree, and another 2.33% strongly disagree, indicating that a small group still finds it challenging to effectively use voice intonation.

For the skill of selecting the appropriate method for different learning situations, 56.98% strongly agree, and 39.53% agree, reflecting a high level of confidence among students in choosing the right method for various learning contexts. Only 2.33% disagree, and 1.16% strongly disagree, showing that most students feel adept at making methodical choices, although a few still struggle.

When it comes to the skill of facilitating activities that involve student interactions, 54.65% strongly agree, and 44.19% agree, indicating that a significant majority feel confident in facilitating interactive activities. Only 1.16% disagree, with no respondents strongly disagreeing, suggesting that the ability to promote student interaction is generally well developed among most students. Overall, the results show a high level of competence in these areas, with only a small group facing difficulties.

Teaching Skills for Small Groups and Individuals

This is the data related to students' perceptions of the TTDP program in improving Teaching Skills for Small Groups and Individuals:

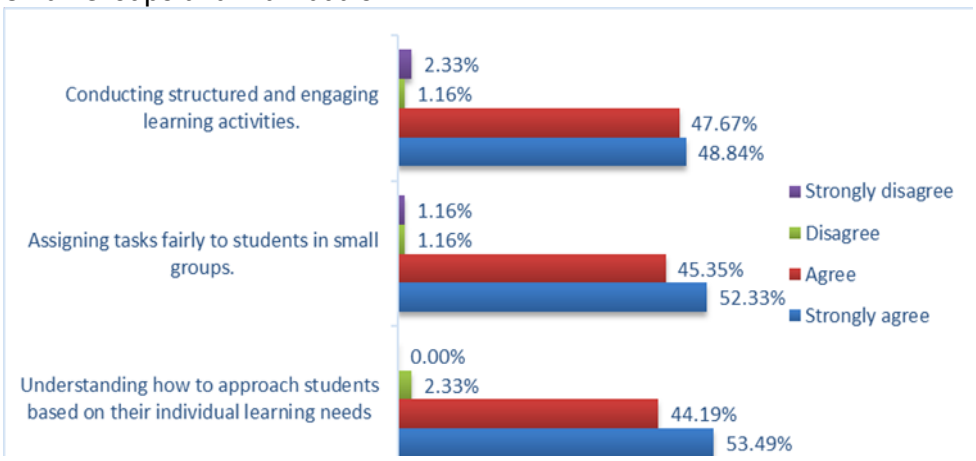


Figure 6. students' perceptions of the TTDP program's in improving Teaching Skills for Small Groups and Individuals

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The data on students' perceptions of the TTDP program reveals a strong overall agreement with the program's effectiveness in improving teaching skills for small groups and individuals. The highest percentage of agreement is seen in the statement regarding "understanding how to approach students based on their individual learning needs," with 53.49% of respondents strongly agreeing and 44.19% agreeing. This indicates that a significant majority of students feel that TTDP has been effective in helping them tailor their teaching to meet individual needs, which is a crucial skill for personalized learning and student-centered approaches.

Regarding "assigning tasks fairly to students in small groups," the responses show a similar trend, with 52.33% strongly agreeing and 45.35% agreeing. This suggests that TTDP has enhanced the participants' ability to distribute tasks equitably, an essential skill for group dynamics and fostering collaborative learning. However, a small percentage (2.32%) disagreed or strongly disagreed, indicating that there may be areas for improvement in ensuring fairness in task assignments within small group settings.

The statement "conducting structured and engaging learning activities" garnered 48.84% strongly agreeing and 47.67% agreeing, which suggests that TTDP has been relatively successful in promoting effective lesson structure and student engagement. However, there is a slight dip in agreement compared to the previous two statements, with a combined 3.49% disagreeing or strongly disagreeing. This may point to the need for more support or training in designing engaging activities for all students, particularly in ensuring that the structure and engagement are consistently implemented across various teaching contexts.

Skills in Providing Reinforcement

Here is the data related to students' perceptions of the TTDP program in Skills in Providing Reinforcement :

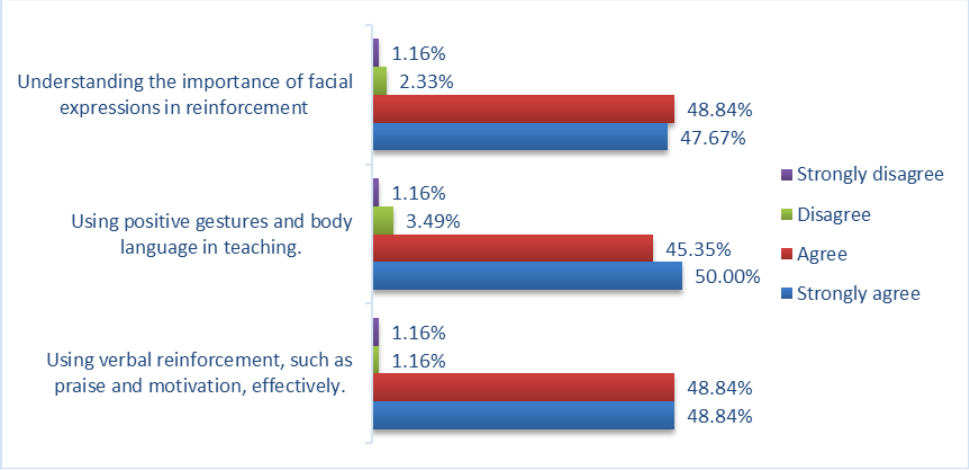


Figure 7. students' perceptions of the TTDP program's in improving Skills in Providing Reinforcement.

The data on students' perceptions of the TTDP program in reinforcing teaching skills reveals a generally positive response, with high agreement across all three aspects of reinforcement. The statement "Using verbal reinforcement, such as praise and motivation, effectively" shows that 48.84% of respondents strongly agree and another 48.84% agree, which indicates that a significant majority of students feel they have effectively developed verbal reinforcement skills through TTDP. Only a small percentage (2.32%) disagreed, suggesting that for most participants, the program has been successful in enhancing their verbal communication skills for positive reinforcement in the classroom.

Similarly, the statement "Using positive gestures and body language in teaching" reflects a positive trend. Half of the respondents (50%) strongly agree with this skill development, and 45.35% agree, indicating that TTDP has been highly effective in encouraging participants to incorporate positive body language and gestures into their teaching practices. The slight disagreement (4.65%) from some respondents, which includes those who disagreed or strongly disagreed, points to the possibility that certain participants may need more guidance or practice in fully adopting non-verbal reinforcement techniques.

For the statement "Understanding the importance of facial expressions in reinforcement," 47.67% strongly agree and 48.84% agree, again showing a high level of agreement with the program's impact on helping participants understand the role of facial expressions in providing reinforcement. The small percentage of disagreement (3.49%) indicates that while most students grasp the importance of facial expressions, there may be areas for further focus or training. Overall, the data suggests that TTDP has been successful in enhancing skills related to reinforcement, with some room for refinement, particularly in helping all participants fully engage with non-verbal cues in teaching.

Skills in Closing a Lesson

This is the data related to students' perceptions of the TTDP program in improving skills in closing a lesson:

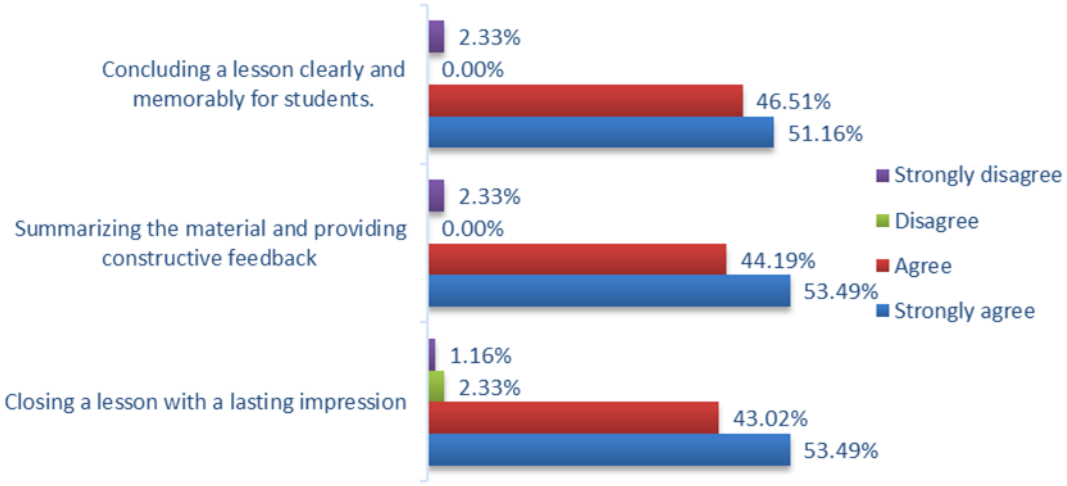


Figure 8. students' perceptions of the TTDP program's in improving Skills in Closing a Lesson

The data regarding students' perceptions of the TTDP program's effectiveness in closing lessons reveals a strong positive response across all three skills. For the skill of "closing a lesson with a lasting impression," 53.49% of respondents strongly agree, and 43.02% agree, indicating that the majority of students feel confident in their ability to leave a lasting impression at the end of their lessons. Only a small percentage (3.49%) disagreed, suggesting that TTDP has been successful in enhancing this skill for most participants.

Similarly, when asked about "summarizing the material and providing constructive feedback," 53.49% strongly agree and 44.19% agree. This shows a high level of agreement that the program has helped students effectively summarize lessons and provide valuable feedback. The absence of disagreement, with only 2.33% strongly disagreeing, suggests that the majority of respondents feel well-prepared to wrap up lessons and give constructive feedback.

The statement "concluding a lesson clearly and memorably for students" also shows strong agreement, with 51.16% strongly agreeing and 46.51% agreeing. This indicates that most participants believe they can now conclude their lessons in a clear and memorable way for

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students. The slight 2.33% who strongly disagreed suggests that while the skill is widely developed, there is room for improvement among a few individuals. Overall, the data highlights the effectiveness of the TTDP program in fostering essential skills for lesson closure, with minimal areas for improvement.

Discussion

Innovation and Excellence of the Teaching Training & Development Program (TTDP)

Innovation in microteaching is essential for aligning educational practices with both the evolving needs of educational institutions and the dynamic demands of the workplace. Microteaching allows student teachers to practice and refine their teaching techniques in a controlled, small-scale environment, making it an effective tool for developing core teaching skills such as communication, feedback, and assessment. As educational landscapes shift, particularly with the integration of technology and new learning methods, microteaching needs to evolve to ensure that future educators are prepared for these changes. The incorporation of digital tools, innovative teaching methods, and real-world problem-solving scenarios in microteaching can enhance the relevance of teaching practices, better preparing students for both academic and professional success. This helps in fostering creativity, adaptability, and resilience—critical skills for navigating the modern workplace (Msimanga, 2020) .

Research related to the Teaching Training & Development Program (TTDP) holds a unique position in the landscape of teacher education and training in Indonesia. In general, teacher training programs in Indonesia, such as the Pendidikan Profesi Guru (PPG) and existing microteaching programs, are often limited to a single type of educational institution (e.g., only general schools) and tend to focus on the application of teaching methodologies without integrating comprehensive curriculum knowledge from various types of educational institutions. The novelty of this program lies in:

1. Innovation in Training Program Design: This research introduces innovation by designing the TTDP program, which not only integrates content from various types of educational institutions such as Pesantren, Madrasah, and Schools, but also aligns with the principles of Outcomes-Based Education (OBE). This approach is rarely found in existing teacher training programs, which tend to be more general and less contextual.
2. Teacher training programs such as PPG are often not flexible enough to meet the specific needs of different educational institutions. For example, PPG focuses more on aligning with national standards without giving sufficient attention to the curriculum variations found in Pesantren. This research aims to address this gap by offering a more adaptive and holistic training model.
3. The TTDP Program within the Faculty of Tarbiyah UNIDA Gontor, Uses an OBE-Based approach to address the curriculum gap by adopting an OBE approach, this program aims to harmonize the output of teacher education with the needs of the workforce, which is a significant challenge in the current education system. This is a step forward that has not been widely implemented in teacher training programs across Indonesia.
4. The results of this study are expected to provide strategic recommendations for the improvement and expansion of the TTDP, enabling its implementation not only within the Faculty of Tarbiyah but also across all education programs in Indonesia. This initiative aims to ensure that graduates of educational programs are prepared to contribute effectively to various types of educational institutions that require competent teaching staff.

Indicators of Basic Teaching Skills

To implement effective, interactive, and meaningful learning, teachers must master basic teaching skills. Each of the eight key skills supports the teaching and learning process with specific indicators. The basic teaching skills include: First, the skill of opening and closing lessons, which involves tasks such as providing an introduction, explaining the learning objectives, and summarizing at the end of the session. This skill is crucial for establishing a clear learning structure and motivating students to engage in the learning process(Isnaniah & Imamuddin, 2022).

Second, the ability to ask questions encourages students to think critically by posing relevant questions, ranging from basic to higher-level thinking. Students engage more actively because teachers who are skilled at asking questions allow them time to reflect on their responses before answering (Waruwu et al., 2023).

Third, the skill of providing reinforcement is also crucial for fostering students' motivation to learn. Verbal praise, positive gestures, or rewards are some examples of reinforcement that can help students become more engaged in learning(Firdaus et al., 2020).

Fourth, the teacher's skill in explanation has a direct impact on students' understanding of the material being taught. In the learning process, activities are typically dominated by the teacher's explanations, making the teacher the primary source of information for students. Student motivation is also often influenced by the quality of the teacher's explanation, which becomes one of the external or extrinsic factors supporting the success of the learning process. Thus, the teacher's role is not only as a facilitator of learning but also as a motivator through effective explanatory skills(Gumohung et al., 2021).

Fifth, classroom management skills, In this skill, teachers must be able to create a conducive learning environment, manage time efficiently, and handle disruptions wisely(Salmiah et al., 2021) Sixth, the skill of guiding small group discussions is crucial in the learning process as it facilitates students to actively participate, think critically, and improve their communication skills. The teacher acts as a facilitator who helps students manage the discussion, provides guidance, and ensures that every student has an equal opportunity to contribute. Small group discussions allow students to share knowledge, solve problems together, and develop interpersonal skills such as listening, respecting others' opinions, and collaborating to complete tasks. Additionally, this skill enriches a more student-centered learning process and helps students develop higher cognitive skills such as analysis, synthesis, and evaluation. Research suggests that the implementation of small group discussions can deepen students' understanding of the material, as they are given the opportunity to clarify concepts through more intensive interactions with classmates and the teacher(Annisa et al., 2023).

Seventh, the skill of providing teaching variation involves using various techniques and methods to create a more engaging and effective learning experience for students. This variation includes not only changes in the delivery of content but also the use of visual aids, project-based learning, group discussions, and interactive technology. Through this variation, teachers can adapt their approach to meet the diverse needs of students, increase engagement, and reduce boredom. Research shows that varied teaching methods can enhance understanding, maintain students' attention for longer periods, and support more comprehensive and meaningful learning(Sukarman, 2020).

Eighth, the skill of teaching small groups and individuals is crucial in creating an effective and in-depth learning process. In the context of small group and individual teaching, the teacher acts as a facilitator, providing direct guidance, allowing students to receive more intensive attention. Key elements of this skill include organizing tasks, providing constructive feedback, and

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identifying and addressing individual learning difficulties experienced by students (Maharbid et al., 2023).

Challenges and Opportunities in Developing the TTDP Program

The development of the teacher training and development program (TTDP) in Indonesia faces significant challenges and opportunities. One of the main challenges is the readiness of educational institutions to align their curriculum with workforce needs. Additionally, the education sector must improve the quality of teaching by integrating theory and practice to strengthen skills that meet labor market demands(Putra & Idawati, 2017).

However, on the other hand, there are opportunities to develop a more relevant and effective TTDP program by enhancing collaboration between educational institutions and the industry. For instance, internship or practicum programs, which have proven to provide students with hands-on experience, enable them to be better prepared for the workforce after graduation. Inviting more guest lecturers and optimizing the application of theory in the workplace could be strategic steps to improve the quality of education in Indonesia(Setyawan, F. C., Aditya, M., Pratama, dkk, 2024).

Theoretically, this research provides insights into the importance of developing the TTDP program to better align with the needs of the labor market. The findings of this study can serve as a reference for designing teacher training programs that are project-based, integrate technology, and emphasize practical experiences such as internships or practicum programs. This approach can help educational institutions in Indonesia produce graduates who are more workforce-ready, equipped with practical skills, and capable of adapting to the ever-evolving dynamics of the labor market.

From a theoretical perspective, this research contributes to the development of teaching theories by highlighting the importance of integrating theory and practice in teacher training. The findings strengthen the argument that simulation-based approaches not only enhance the competencies of prospective teachers but also help them develop critical thinking and problem-solving skills required in modern education. Furthermore, this study expands the understanding of how collaborative approaches between education and industry can improve the effectiveness of teacher training programs.

The key to the development of the teacher training and development program (TTDP) in education is ensuring that the program can adapt to the needs and dynamics of rapidly evolving education. The main challenge faced by educational institutions is the need to update curricula and teaching methods to make them more relevant to the fast-changing technology and labor market.

In the context of education in Indonesia, the biggest challenge is the gap between the curriculum taught in schools or universities and the skills required in the workforce. Many educational programs are still based on theoretical knowledge without sufficiently integrating the practical skills needed by the industry. Therefore, it is important for the development of the TTDP program to facilitate stronger collaboration between educational institutions and the industrial sector, so that the material taught can be more applicable and prepare students with the relevant skills.

For example, training programs that are more project-based and the application of technology in training are becoming crucial, considering the rapid advancements in technology and digitalization that impact nearly every sector.

Thus, the development of the TTDP program in education should focus on aligning the skills taught in schools or universities with the practical needs of the workforce. This will help create a workforce that is more prepared, skilled, and adaptable in facing future challenges.

This study has several limitations that need to be considered. First, the study uses a qualitative approach, which means the results may not be generalizable. The sample consists only of students from the Faculty of Tarbiyah at UNIDA Gontor, so the findings may not reflect the views of students from other faculties or universities. Additionally, the data collected is based on students' perceptions, which are subjective and may not fully reflect the actual effectiveness of the program. Future research could broaden its focus by exploring other variables, such as the impact of different teaching methods or the role of technology in the TTDP. The study could also be developed using an experimental method to more accurately measure the program's effectiveness and employ an R&D model to design the necessary teaching modules. A mixed-methods approach that combines both qualitative and quantitative data could provide a broader perspective. Lastly, longitudinal research to assess the long-term impact of TTDP would be very useful in evaluating its sustained effects on teaching skills.

Conclusion

The Teaching Training & Development Program (TTDP) implemented at the Faculty of Tarbiyah, UNIDA Gontor, has shown significant effectiveness in enhancing various aspects of teaching skills among students. The program's impact on skills such as material explanation, classroom management, questioning techniques, guiding discussions, and applying diverse teaching strategies has been overwhelmingly positive. The majority of students expressed confidence in their abilities to manage classrooms, explain content meaningfully, engage in critical questioning, and guide discussions that foster student participation and critical thinking. These improvements highlight the program's relevance in equipping future educators with the essential skills needed for effective teaching.

The TTDP's alignment with the Outcomes-Based Education (OBE) approach further sets it apart from conventional teacher training programs. By integrating content relevant to diverse educational settings such as Pesantren, Madrasah, and formal schools, the TTDP is uniquely positioned to address the varied needs of the Indonesian education system. This adaptive and holistic training model ensures that students are prepared to meet the dynamic requirements of both the academic and professional spheres. Furthermore, the incorporation of innovative teaching methods, including digital tools and real-world problem-solving scenarios, ensures that graduates are well-prepared for the rapidly evolving educational landscape.

Despite the positive outcomes, there are areas where the TTDP can be further improved. Some students reported difficulties in certain aspects, such as maintaining engagement in group discussions, providing effective reinforcement, or closing lessons with a lasting impression. Addressing these challenges through continued refinement and support in these areas can further enhance the program's effectiveness. Additionally, as technology and teaching practices continue to evolve, the TTDP must remain flexible and responsive to emerging trends to continue preparing competent educators.

In conclusion, the TTDP at UNIDA Gontor has proven to be an innovative and impactful program that addresses key aspects of teacher development. By equipping students with essential skills and aligning its content with the needs of diverse educational institutions, the program is making a significant contribution to the preparation of highly skilled educators. Expanding this model to other educational institutions across Indonesia could further enhance the overall quality of teacher education and better prepare future teachers to meet the challenges of the modern education system.

Recommendations for future researchers include optimizing the effectiveness of the TTDP by conducting longitudinal studies to assess its long-term impact on graduates and

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evaluating its adaptability in various educational contexts, including developing microteaching designs relevant to workforce needs. Further research can also be carried out through collaboration with stakeholders to enhance the benefits of the TTDP in supporting education in Indonesia more broadly, particularly in producing professional teachers.

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