Training Activity Program in Teacher Competency Development Marasa Ibtidaiyah

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ABSTRACT

Competency development for teachers is a necessary task that every teacher should undertake. Teacher competency development is intended to enhance teachers' skills and support the smooth execution of tasks. MIN 1 Mojokerto can continue to a higher level of education, whether it is above the current level or the next, whether public or private. These skills are not spared by the teacher competency development training activities that have been provided to teachers, which then have a positive impact on the learning provided to students, resulting in increased learning outcomes. Based on the explanation above, the researcher developed the research title "Training Activity Program in Teacher Competency Development, Min 1 Mojokerto." With a research focus on the training in MIN 1 Mojokerto and how the training results are implemented. 1) What is the competence of the teachers at MIN 1 Mojokerto? 2) What is the program process for training activities at MIN 1 Mojokerto? Using a descriptive qualitative approach. This research yielded the following findings: Mojoketo MIN 1 teachers possess competencies in pedagogic, personality, and social competence. This result will be achieved through several achievement process activities undertaken by Mojokerto MIN 1 to improve teacher competence, namely: monthly performance evaluation, KKG training/MGMP, and Delegation of Training and Seminar Activities.

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INTRODUCTION

MIN 1 Mojokerto uses a semi full day school system from Monday to Saturday with the orientation that the implementation of comprehensive education can be realized, if the schedule of learning activities is arranged systematically and integrated for 8 hours. Learning activities are made in such a way that they are fun or fun and balanced with the needs of students to play. MIN 1 Mojokerto is an Islamic education that focuses on the implementation and service of comprehensive education that touches all dimensions of the humanity of students through the integration of the formal education curriculum from the Ministry of Religion and the Ministry of National Education with a local curriculum with Islamic characteristics. Alumni of MIN 1 Mojokerto can continue to a higher level of education above or next, both public and private.this is not spared from the teacher competency development training activities that have been given to teachers which then have a positive impact on the learning provided to students by increasing learning outcomes.

Previous research has provided reinforcement for supporting teacher competency development through training programs. Previous studies have been conducted to demonstrate the relevance and contribution of this approach in the context of teacher professional development. Here are some previous studies that can be used as a reference and comparison, including research conducted by Mulyati (Arifin et al. 2023; Badawi and Badawi 2024; Muslih et al. 2024; Widyaningrum, Sondari, and Mulyati 2022) this research focuses on improving the professionalism competence of teachers in the 21st century through English learning training. The results of the study show that training that is systematically and continuously designed makes a significant contribution to improving teacher professionalism in terms of methodology, material mastery, and use of digital learning media. Then the research conducted by Rahmah (Alazeez, AL-Momani, and Rababa 2024; Muslih et al. 2024; Pratiwi and Warlizasusi 2023; Rahmah 2020), In his thesis entitled "Needs-Based Training in Improving Teachers' Pedagogic Competence in MI Negeri Jombang Regency", this research focuses on emphasizing that training carried out based on the analysis of teachers' real needs has a more significant impact on mastering pedagogic and classical aspects, The training provided includes the creation of learning tools, classroom management, and learning evaluation. The training methods used are workshops, group discussions, and simulations. The results showed an increase in teachers' understanding of pedagogic materials after training. The research conducted by rohmat (Rohmat 2019), is in his thesis entitled "The Effectiveness of the In House Training (IHT) Program on Improving Teacher Competency at MIN Sidoarjo". In this study, the results show that IHT as an internal training program is able to improve teachers' ability to design lesson plans, use digital media, and evaluate HOTS-based learning. Then the research conducted by istikomah. This research was conducted at SMP Negeri 1 Annual and discussed the influence of the contribution of education, training, and organizational communication on teacher performance. In their findings, it was stated that training is the dominant variable that affects the improvement of teacher performance, both in terms of work discipline, professional development, and responsibility for tasks. With continuous training, teachers are able to adapt to changes in curriculum and learning technology.

As for the research conducted by Sulaiman (Sulaiman 2018) in his article published in the Journal of Islamic Education, Sulaiman discusses the role of the Religious Education and Training Center (BDK) in developing the competence of madrasah teachers. This study shows that the training provided by BDK is very helpful for teachers in understanding the latest education regulations, improving understanding of character-based learning, and providing

technical guidance related to the implementation of academic supervision. Intensive and scheduled training is able to encourage teachers to become more professional and competent.

In this study, the researcher is interested in researching the training activity program in the development of teacher competencies MIN 1 Mojokerto, the researcher is interested in researching the training activity program carried out at MIN 1 Mojokerto where the program has been proven to have made a real contribution in improving various aspects of teacher competence, both pedagogical, personality, social, and professional competencies. Structured training, such as monthly performance evaluations, active involvement in the KKG/MGMP, and delegation in external seminars and workshops, has created a culture of continuous learning among teachers. This is in line with Mulyasa's opinion that needs-based and sustainable training is an effective strategy in realizing teachers who are professional and adaptive to the changing times. Furthermore, the results of the study showed that after participating in the training, teachers at MIN 1 Mojokerto showed a significant increase in terms of learning innovation, technology utilization, and the ability to build harmonious educational relationships with students and the community. This shows that the training program is not just a formality, but is a strategic foundation in the development of human resources in the madrasah educational environment. Thus, it can be emphasized that training that is designed in a targeted manner and oriented towards competency development has a direct impact on the quality of learning and the achievement of educational goals in madrasas.

The above studies show that training programs have an important role in developing teacher competence as a whole. Effective training is training that is tailored to the needs of teachers, carried out on an ongoing basis, and has a clear evaluation system. In the context of MIN 1 Mojokerto, these studies can be a reference in designing and implementing training programs that are in accordance with the needs of the institution and the characteristics of existing teachers.

Based on the above presentation, the researcher took the research title of the Training Activity Program in Teacher Competency Development Min 1 Mojokerto. With a focus on what training is available at MIN 1 Mojokerto and how to implement the results of the training.

METHODS

This study uses a descriptive qualitative approach with a type of case study method. A qualitative approach is used to understand in depth the implementation of training activity programs aimed at developing teacher competencies in MIN 1 Mojokerto. This approach was chosen because it is able to describe social phenomena in a natural, holistic, and contextual way. This approach aims to explore and understand the meaning experienced by individuals or groups in the context of certain social problems. As explained by Bodgan and Taylor quoted by moleong (Moleong 2017) it is stated that the qualitative type is "a research process that produces descriptive data in the form of written or spoken words from people and observable behaviors, The qualitative type referred to in this research activity is the role of the teacher in improving his competence after participating in several training activities without using numbers, both in data collection and in interpreting the data obtained. In data collection and interpretation, statistical formulas are not used (Arikunto 2010). Meanwhile, the case study was chosen to explore in depth the specific phenomenon in a particular institution, in this case MIN 1 Mojokerto.

The type of research used in the research of the training program in teacher competency development at MIN 1 Mojokerto is a qualitative type that uses observation, interview, and documentation techniques. The qualitative type is often used by phenomenologists, where they see and observe a case (advantages, uniqueness and problems) from the perspective of their own people (Arifin 2013). Qualitative research aims to uncover the deep meaning and understand social phenomena contextually and holistically. The main feature of this method is that it uses flexible design, in-depth interviews, observations, or document studies and then analyzes the data inductively, focusing on the natural context in which the phenomenon occurs, and making the researcher the main instrument in data collection and analysis (Fadli 2023). The researcher used case study research. According to Arikunto, the case study method is a type of descriptive approach, research that is carried out intensively, in detail and in depth on a certain organism (individual), institution, or phenomenon with a narrow area or subject (Gunawan 2010).

According to Snyder (Snyder 2019), in the article "Literature review as a research methodology: An overview and guidelines". Literature studies are not just a summary of theories, but a systematic and critical research method that aims to collect relevant literature in a structured manner, to evaluate the quality and reliability of each source, can synthesize the results of previous research to form a holistic insight. It can identify research gaps and current scientific trends and can also generate a strong conceptual framework and theoretical basis for further research.

Based on the above, the author's use of qualitative types is carried out with the consideration that through direct interaction, it is hoped that the results obtained can be more on target, namely to describe the reality of an event comprehensively, in-depth, and in detail in MIN 1 Mojokerto, East Java. Thus, this study is a study that will describe problems related to questions about independent variables, namely to find out and analyze the existence of training programs in teacher competency development in MIN 1 Mojokerto, East Java.

This method was chosen to examine the type of research used by the researcher, namely qualitative research, so the researcher was present directly at the research location, namely MIN 1 Mojokerto which is located at Jl. Raya Jubel Km. 4 Ds. Bendunganjati, Pacet District, Mojokerto Regency.

The location of this research was chosen because it is directly related to the research objectives and provides relevant and adequate data sources (Arikunto 2010). As stated by the arikunto, the location of the study must allow the researcher to obtain information that is in accordance with the focus of the study, as well as be a representative place in describing the social reality being researched.

FINDINGS AND DISCUSSION

Training Activity Program in Teacher Competency Development MIN 1 Mojokerto

Based on the results of observations, interviews, and documentation conducted by the researcher, several things found by the researcher can be explained related to the training activity program in the competency development of teachers of MIN 1 Mojokerto who use the semi full day school system from Monday to Saturday with the orientation that the implementation of comprehensive education can be realized, if the schedule of learning activities is prepared systematically and integrated for 8 hours. Learning activities are made in such a way that they are fun or fun and balanced with the needs of students to play. This study aims to analyze the process of implementing the training program and identify the

competencies possessed by MIN 1 Mojokerto teachers in order to improve the quality of education through teacher competency development.

As for the process of the training activity program at MIN 1 Mojokerto, this research shows that MIN 1 Mojokerto has a structured and sustainable training system. Some of the training activities carried out are: Monthly performance evaluation where the head of the madrasah routinely evaluates the performance of teachers every month. This evaluation is used as a basis to find out the training needs needed by each teacher.

Training through KKG/MGMP makes MIN 1 Mojokerto teachers active to take part in training through the Teacher Working Group (KKG) or Subject Teacher Deliberation (MGMP). This activity is a place to share knowledge, learning methods, and solve learning problems. Delegation of seminars and trainings where teachers are sent to participate in external training such as educational seminars, curriculum workshops, learning technology training, and independent curriculum training. After participating in the training, teachers are required to deliver the material obtained to their peers in the internal forum of the madrasah.

In the implementation of Teacher Competencies at MIN 1 Mojokerto, research results can be obtained that show that teachers in MIN 1 Mojokerto have shown good mastery in several aspects of competence as follows:

Pedagogic competence where teachers are able to design, implement, and evaluate learning that is educational and in accordance with the characteristics of students. Teachers also began to use information technology in teaching and learning activities. *Personality competence* where teachers show a professional attitude, have noble character, and are able to be role models for students. They have a high work ethic and are able to maintain integrity as educators. *Social competence*, teachers are able to establish good communication and cooperation with students, fellow teachers, parents, and the community. They are active in professional teacher forums. *Professional competence*, teachers can understand the teaching materials in depth and are able to develop learning materials creatively and sustainably, including through classroom action research activities and the use of innovative media.

There is an impact of training on competency development where training programs have a significant positive impact on improving teacher competence. Teachers become more confident in teaching, more varied in learning methods, and able to adapt to modern learning curricula and challenges, such as technology integration and strengthening student literacy. The training also strengthens the collaborative culture between teachers in the madrasah environment, because of the discussion and knowledge sharing forums after the training. The implementation of the training program at MIN 1 Mojokerto is carried out systematically and measurably, through routine evaluation, involvement in teacher forums, and external training. This has succeeded in encouraging a real improvement in teachers' pedagogical, personality, social, and professional competence. Through several programs to improve the competence of teachers above owned by MIN 1 Mokerto, it is expected to achieve the following targets of the Curriculum and Learning Field of MIN 1 Mojokerto: The implementation of an active, creative, and innovative learning process that is Islamic, Have the ability to read and understand the Qur'an smoothly and correctly in the fourth year, Have the ability to memorize and understand juz'amma and hadith, Have the habit of carrying out five prayers in an orderly manner, Have morality in accordance with the norms in the Islamic community and school, Have a minimum of 80% of the criteria for completing each learning material, Have a steady competitiveness to be accepted into advanced superior schools.

Discussion

Training Activity Program in Teacher Competency Development MIN 1 Mojokerto

As explained in the theory study chapter II, payaman simanjuntak stated that training is an activity with the intention of improving and developing the attitudes, behaviors, skills and knowledge of employees in accordance with the wishes of an institution or organization.

Training programs In general, they can be divided into two, namely on the job training and off the job training. On the job training is a training or development program that is carried out while serving in an organization. Off the job learning is a training and development program that is carried out outside of the organization's duties. The benefits of training can increase customer and customer satisfaction by increasing employee understanding and training can foster love and loyalty to the organization so that training programs can maintain and improve quality both now and in the future (Fettahlıoğlu, Döngül, and Hamid 2025; Ma`arif et al. 2023).

Training can also be interpreted as one of the factors that can affect teacher readiness. With training, a teacher can improve his skills and knowledge. The goal of training is to master the knowledge, skills and behaviors emphasized in training programs and apply them in daily activities. In other words, an effective training program is a training program that touches on 3 domains, namely cognitive, effective and psychomotor. According to Hadipoerwono in Rusdin, training is the development of skills, skills, and agility (skill building) in the implementation of duties. Training concerns the learning process to acquire and improve skills outside the applicable education system in a relatively short time and with methods that prioritize practice over theory. Various efforts have been made by the government to improve the competence of teachers in Indonesia, such as through the 2013 curriculum training program, school-based management training and training in writing scientific papers. One form of training that is felt necessary for now is the understanding of teachers in developing basic competencies and indicators based on Permendikbud No. 37 of 2018.

Conceptually it can be said that training is intended to improve the skills and employability of a person or a group of people. The target can be a person or a group of people who are already working in an efficient organization, whose work effectiveness and productivity are felt to be necessary and can be improved in a directed and pragmatic manner. The training program must be able to improve the performance of a teacher. Not a few training is only costly and detrimental to the school budget. The teacher did leave for the training, but when the training was completed and arrived at the school, the teacher returned to the old habit before taking part in the training. According to Sinambela, this can be caused because the training is poorly designed, not related to performance, or because the training results are not evaluated because the school considers that training is only a need to channel the budget in the teacher performance improvement program.

Based on the description above, it can be concluded that training activities for teachers are activities carried out in the context of developing or improving competence in carrying out their duties as educators. The training was held as an effort to develop human resources, especially for those who work as teachers.

Education and training process/steps, According to Malayu S.P Hasibuan, there are the following development processes or stages:

Object: All developments must first define a clear goal to achieve. What is the purpose of development to improve technical skills and abilities to do work (technical skills) or to improve management skills (leadership skills) and (conceptual skills). Curriculum: The syllabus or

subjects provided support the achievement of development goals. The curriculum must be established systematically, the number of meeting hours, teaching methods and evaluation systems must be clear so that the development goals are optimal.

Resources: Prepare the place to be used and the tools in carrying out the development. Locations and equipment must be based on and guided by the economic principles of achievable development goals. For example: location. Development must be strategic, quiet, comfortable, and no disturbance to the environment. *Participants*: Specify the requirements and the number of participants that can be after development. For example, age, gender, work experience and educational background. Development participants must have a relatively homogeneous background and an ideal number so that uniform development is guaranteed. *Trainers*: Choose a trainer or instructor who is qualified to teach each subject because the development goals are achieved. Making appointments with coaches or teachers should be based on objective skills (theoretical and practical) not on friends or relatives. *Implementation*: The implementation of the teaching and learning process means that everything the trainer teaches the material to the development participants The teaching and learning process must end with a test or assessment to determine the goal of whether there is progress or not.

In the literature review, the researcher explained an explanation of teacher competence which means something that describes a person's qualifications or abilities, both qualitative and quantitative. Competence is the basic knowledge, skills, and values that are reflected in the habits of thinking and acting consistently and constantly so as to enable a person to become competent, in the sense of having the basic knowledge, skills, and values to do something. According to Uzer Usman, competence is something that describes a person's qualifications or abilities, both qualitative and quantitative. Competence is the basic knowledge, skills, and values that are reflected in the habits of thinking and acting consistently and constantly so as to enable a person to become competent, in the sense of having the basic knowledge, skills, and values to do something. According to Broke and Stone in Mulyasa stated that teacher competence is a qualitative picture of the essence of teacher behavior that is meaningful. Meanwhile, according to Sariyama, teacher competence is a set of knowledge, skills and behaviors that must be possessed, lived, mastered, and realized by teachers in carrying out their professional duties.

Teacher competency development is intended to improve teachers' skills and skills to support the smooth running of tasks. One of the efforts that teachers can make is to participate in education and training programs. The importance of teacher competency development is carried out to answer the demands of society in the world of education that continues to develop, while the lack of competent teachers is unavailable, so teacher competency development is a strategic choice to answer problems that continue to develop.

Human resource development itself, in theory according to Latham, Wexley, and Pursell that development programs have the goal of increasing individual self-awareness, improving individual skills in one or more areas of expertise, and increasing the motivation of individuals to perform their tasks or jobs satisfactorily. From this theory, it can be concluded that indicators of human resource development include motivation, personality, and skills.

First, motivation can be seen from three things that motivate a person to do something, namely: motivation to accomplish (the motivation to make a real contribution in every activity), motivation, to power (the motivation to influence the behavior of others as well as control and manipulate the environment), and affiliation motivation (the motivation to relate to others and to be liked by others). Second, personality, includes the habits, attitudes, traits, that a person

has that develop when one relates to others. Personality is very closely related to values and norms, and behavior. Third, skills that mean capable in completing tasks, capable and dexterous. Skill is the ability to complete a task. In the context of teacher development, to improve their professionalism, teachers must continue to be encouraged to improve their quality, maintain their good personality, and constantly develop their skills.

According to Suryana, in the development of educators, there are four main sources as sources of value that must be a reference in the development process. First, philosophical, that development must be based on ethics and life norms in Indonesia. The ethics and norms in question include the values of goodness, justice, peace, togetherness, harmony, protection, and others. Second, sociological, that development will describe the involvement of the community in the formation and implementation of its activities. Third, juridical where development activities are based on legal aspects in accordance with the order of applicable laws and regulations. Fourth, political, where development activities are part of democratic life that can be felt by every person or every profession. Furthermore, in Government Regulation Number 74 of 2018 concerning Teachers, it can be understood that the development of teachers as educators includes the development of academic qualifications, competency development, and professional development. In the context of this research, the development of educators that is the focus of the research is competency development. The reason is because teachers as educators can only carry out their duties, roles and functions well as become professional teachers if they have the required competencies. According to Suryana, teacher competency development includes components: Teacher competency for Assessing and Evaluating Students Behavior. This competency includes the teacher's ability to assess and evaluate student behavior. This is because knowing the soul of their students is an absolute requirement in an effort to form an individual personality. To form their personality, it cannot be done quickly, but requires an assessing process.

Quality education is highly dependent on the quality of teachers as the spearhead in the learning process. Teacher competencies include not only pedagogical abilities, but also professional, social, and personality. To answer the challenges of the times, teachers must always develop themselves through various training programs that are structured, systematic, and sustainable. Therefore, the training program is a strategic means of improving teacher competence as a whole.

The activity program is a series of plans that are prepared in a systematic and organized manner that contain objectives, objectives, strategies, implementation, and evaluation in order to achieve certain goals. In the context of education, the program of activities includes various structured activities designed to achieve learning targets, competency development, or improve the quality of human resources, both teachers, students, and education personnel. According to Mulyasa, an activity program is a concrete plan of a large program that is elaborated into real, measurable, and evaluable actions. He emphasized the importance of activity programs that are made based on needs analysis, have clear performance indicators, and are adjusted to available resources. The activity program must also be flexible, meaning that it can be adjusted to the situation and conditions in the field. For example, in teacher competency development, activity programs can be in the form of training, workshops, academic supervision, collaborative learning, or the use of digital technology to support the teaching and learning process.

Human resource development is an effort to develop the quality or ability of human resources in an organization. In the scope of schools, teachers are human resources who need to have the ability to support their performance as educators. According to Law No. 14 of 2005, teachers are professional educators whose main task is to educate, teach, guide, direct, train, assess and evaluate students in early childhood education in formal education, primary education and secondary education. Teachers generally refer to professional educators whose primary task is to educate, teach, guide, direct, train, assess and evaluate students (Widyaningrum et al. 2022) Teacher development is a systematic process, starting from identifying needs, carrying out professional activities (training, discussions, collaborations), and evaluating their impact on learning practices and quality (Aisah, Asy'ari, and Rofiq 2025; S.K and Yuliejantiningsih 2019)

Teachers as educators certainly have an influence on the learning process and have a big role in achieving educational goals. Teachers are the most decisive key factor in the success of education, teachers have an important role in improving the quality of education. Many reforms have been carried out by education such as updated curriculum, provision of facilities and infrastructure and the implementation of new teaching methods (Enes, Asha, and Wanto 2024; Rohmadi, Rahmat, and Ardianto 2024). Without qualified teachers, the quality of education will not achieve maximum results. Teacher competency development through training activity programs can help teachers develop the necessary knowledge, skills, and attitudes in the context of education that continues to evolve. It is important to review the program of training activities on teacher competency development to improve the quality of the learning process (Ritonga and Nurmawati 2025; Rokhimawan et al. 2025). In the era of the industrial revolution 4.0, teachers are more required to have high competence in order to produce students who are able to answer challenges. Quality, competent and professional teachers are needed because students have more diverse creativity, more complex subjects, improved standards of the learning process and demands for higher student thinking ability (Fitriyah 2019)

Training is a short-term educational process that uses systematic and organized methods and procedures. This process is intended so that trainees are able to achieve organizational goals. Trainees will learn knowledge and skills that are practical for a specific purpose. The process in training must be planned, integrated and meticulous to generate the understanding and skills necessary to improve organizational performance (Supriatna 2012). Training in the world of education is defined as a systematic process to improve the knowledge, skills, attitudes, and professional values needed by teachers to be able to carry out their roles and responsibilities effectively (Haerens 2017).

Competency development for teachers is something that every teacher must do. Teacher competency development is intended to improve teachers' skills and skills to support the smooth running of tasks. Competence is an absolute ability that a person has in every field of profession he or she is engaged in. If teachers still maintain only as transmitters of knowledge, then teachers will lose many roles along with technological developments and changes in learning methods. Teacher performance can also be influenced by various factors, both from the individual teacher himself and related to the school organization. One of the organizational factors related to teacher performance is education and training(Nugroho, and Istikomah 2018). Teacher development is a systematic process, starting from identifying needs, carrying out professional activities (training, discussion, collaboration), and evaluating their impact on learning practice and quality. Teacher training programs are a series of activities designed to

improve teachers' knowledge, skills, and professional attitudes in carrying out their duties. Training can be in the form of workshops, seminars, training, in-house training, lesson studies, or digital technology-based training. This activity aims not only to fill the lack of competence, but also to update insights and learning strategies according to the latest developments in science and technology and the latest curriculum (Zainuddin 2011).

Competence is an important part of education, economic, social, political and cultural in some countries. Competence is a set of knowledge, skills and behaviors that must be possessed, lived and mastered by teachers in carrying out their professional duties. Competence is a combination of knowledge, skills, values and attitudes that are reflected in the habits of thinking and acting (Sutikno 2018). Teacher competence is a set of knowledge, skills, and behaviors that must be possessed, appreciated, and mastered by teachers in carrying out their professional duties. This competence is not only related to mastery of learning materials and methods, but also includes the ability to form students' character, communicate with the school environment, and carry out social and moral functions as educators (Desmiati, Kusnadi, and Yunus 2023; Simanjuntak, Rafli, and Utami 2025). Teacher competence is a set of knowledge, skills, attitudes, and behaviors that must be possessed, lived, and mastered by a teacher in carrying out his professional duties. This competency includes pedagogical, personality, social, and professional abilities that comprehensively support the effectiveness of teachers in the learning process (Salim et al. 2024; Tihabsah, Rahmat, and Rofiq 2024).

According to Mulyasa, teacher competence is a combination of knowledge, skills, values, and attitudes that are reflected in the habits of thinking and acting professionally. A professional teacher must be able to design learning, use the right methods, evaluate learning outcomes, and have high moral integrity. Meanwhile, Hamalik emphasized that teacher competence is not something static, but must be developed continuously along with the development of science and technology. Therefore, teachers need to participate in training, further education, and self-reflection to maintain and improve the quality of their competencies (Akmansyah, Ramadhani, and Prawoto 2025; Cahyono, Sedana, and Suwindia 2025).

Teacher competence is the main foundation in realizing a quality and student-oriented learning process. A competent teacher will be able to guide students not only on the cognitive aspect, but also on the affective and psychomotor aspects. Teacher competence is something that needs to be considered and discussed in depth. Teachers' competencies affect their grades, behaviors, communication, goals and teaching practices. The fulfillment of the requirements for competency mastery as a learning agent includes pedagogic competence, personality competence, social competence and professional competence. The competence of teachers also depends on the training they take. Teacher competence is also a combination of personal, scientific, technological, social and spiritual abilities that together will form the teaching profession (Febriana 2019). Teachers must continue to learn, participating in scientific activities such as trainings, seminars, workshops to broaden their horizons, improve their experience and apply them in teaching and learning activities carried out by teachers (Mulyasa 2009). One of the most important things in improving competence is that teachers take part in training. Through training, it can affect the professionalism of teachers in teaching. For example, the issue in the industrial era 4.0 which launched the national literacy movement with the intention of accelerating the development of Indonesia's literacy culture which is currently relatively low. With this movement, teachers have to upgrade themselves to develop their self-competence.

CONCLUSION

Based on the results of research and discussions that have been carried out regarding the Training Activity Program in Teacher Competency Development at MIN 1 Mojokerto, it can be concluded that MIN 1 Mojoketo has a program in improving teacher competency competencies, namely performance evaluation activities every month to evaluate the activities of the previous month and to plan one-month learning activities which include training in the preparation and development of teaching materials, IT Training, Learning Media Innovation Training and Training to understand the character of students, this is needed to raise and update teacher competencies and the last activity program is the Training and Seminar Activity Delegation program. Through several programs, these activities have resulted in an increase in teacher competence, especially in pedagogic competence, teachers are able to manage student learning better. Teachers' personality competencies have an emphasis on a more steady, noble, wise and authoritative personality and become an example for students and the last competency is Social competence has an improvement in the teacher's ability to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students and the surrounding community. Meanwhile, professional competence is the ability to master the subject matter broadly and deeply.

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