Abstract—World Bank research implied that Indonesian teachers' role as agents of change was the lowest in Asia. Due to their ability to drive changes, teachers need a model of empowerment. One is the 'Training and Development Personnel' model. The purpose of this study was to test the efficiency and effectiveness of the training model and find the determinant factor determining the professionalism of teachers as agents of change. This training model was developed through three stages: a preliminary study, the development model of teacher training, and the validation of the model by examining the efficiency and effectiveness of the model. The training was attended by 37 elementary teachers, 17 of whom were the alumni of SWCU Blended Learning Program. Training takes place in the Teacher Working Group in Wonosobo regency on May 2-10 2013. Preliminary study implied that perceived teacher trainings were ineffective and ineffective, and had not developed Professional competencies yet; The implemented training model is proven to be efficient and effective. There are 2 models of influential determinant: 1) Knowledge Elaboration and 2) Cooperative-correlative to the teacher professionalism as agents of change.

Index Terms—Training and development personnel, efficiency and effectiveness, professionalism teachers, knowledge elaboration and cooperative-correlative.

I. INTRODUCTION

Teachers must be able to change students’ mindset to face the obstacles that they experience and this is why their future role towards their students is significant. The role of teachers is now more complex than ever before, for example, how teachers respond to the diverse needs of students are changing, as a result of such rapid technological developments and the demands of the community to achieve excellence, as well as changes in the social construction of society and globalization [1].

Teachers’ role determines students’ quality in the future. Up to the present, schools are social institutions which develop and organize students’ future for this nation. Therefore, schools and the teachers are expected to develop and renew themselves continuously to be able to adapt to the changes in case of students and society’s needs. A teacher is as an agent of change. Teachers bring positive changes for the students and school. Moreover their capability in designing curriculum, learning, and evaluation. Students see their teachers in terms of their personal habits [2].

A research conducted by World Bank stated that Indonesian teacher had the lowest capability as agents of change in Asia[3]. Their productivity is very low [4] because of several influencing factors.

An inspiring teacher will be able to motivate the students, so that they can optimize their potentials which are beneficial to their future. An inspiring teacher drives changes; yet the perfect condition described above seems contradictory to the World Bank study. Therefore there is a need to empower teachers. Yet, what suitable model of teacher training can be applied in this case? One model of teacher empowerment training is 'Training and Development Personnel' models of Otto and Glaser [5], which is considered quite effective. Secondly what factors influence teachers’ professionalism, especially teachers who graduated from SWCU Blended Learning Program?

The problem in this research is 1) to know how the development of the teacher’s 'Training and Development personnel' model can be applied to develop teachers’ professionalism as agents of change, 2) what determining factors that contribute to the success and professionalism of the trainees?

The purpose of this study is to test the efficiency and effectiveness of the 'Training and Development Personnel' model and find the determining factors that contribute to the success and professionalism of the teachers.

II. THEORY

Adie Nugroho [6] viewed that an inspiring teacher is a teacher who is able to cast a positive energies in bringing the breath changes, teachers are able to move, transform and inspire her students, inspiring environment to move forward to bring the character relay Indonesian civilization. He further outlined that inspirational teachers are teachers who do not complain towards facilities’ gaps, and still motivate their students’ learning, and think out of the box. He is a person who is able to inspire students to be better person intellectually, emotionally, spiritually, and socially. He can create a fun atmosphere science and becomes a pioneer of changes, without being monotonous, stagnant and stuck in the hollow space of academic camouflage. He is a figure who is critical, intelligent, and enlightening and able to promote creative thinking, while not regarding teaching as a routine task.

A teacher should be a source of inspiration for students. According Saprilina [7] inspirational teachers are teachers who provide mental stimulation for students. Mental stimulation provided to students will give more impact to the
students’ understanding, because it gives more and more
positive emotional learning mastery. To be an inspiring
teacher, one must consider ACJEL (active, creative, joyful
and effective learning). By using ACJEL, teachers invite
their students to think as well as stimulate students’ curiosity.

According to the National Board For Profesional
Teaching Standards [7], an inspirational and professional
teacher at least must have the following characteristics: 1) 
well master the subject, 2) be able to use the right skills, in
teaching and learning, 3) able to solve problems related to
instructional learning, 4) able to improvise teaching, 5) able
to perform well classroom management, 6) has a sensitivity
in response to the situation during the learning takes place, 7)
has a sensitivity to context, 8) is able to monitor learning, 9 )
always act on the data, 10) respect others, 11) is educative, 12)
are able to facilitate students to achieve the highest
performance, and 13) are able to facilitate students to
understand the complexities better.

In his role as agents of change, a teacher needs to have at
least the basic characters or the characteristics and
capabilities that are aligned. It was illustrated beautifully by
Fullan [8], that there are four basic capacities that a teacher
must have as an agent of change: the development of a
personal vision, inquiry habits, the importance of governance
and collaboration.

Learning together or the ability to work together is
needed. Working in a group is also a characteristic of
modern developments—in this case cooperative learning
environment. Yet, schools do not support this condition
optimally. Cooperative learning brings real life into the
students’ learning. Although there are complexities and
varieties of aspect in cooperative learning. In a broader
perspective, teachers can do it hand in hand with the
stakeholders.

Education and training as an integral system is a set of
components or elements or sub-systems that interact to
change the competence of teachers’ work so that he/she could
do better by learning in education and training activities [9].
Approach in education and training system consists of a
series of components of the input, process, output, and
outcome. The input is the education and training of
participants and lecturers with its competence, budget, time,
facilities and infrastructure. Process as a sub-system in
education and training is a learning process, evaluation of pre
and post education and training, structuring class
infrastructure and so on. The output is the result of education
and training after completion, among other papers/materials,
mastery of specific capacity. Out put is a graduate education
and training that has competence in accordance with the
expected, certificates, statements of work entered the world,
MIS. Out come among others is increased productivity of
graduate or graduate contributions made to the organization.

Based on the analysis of the needs of education and
training targets are set; Goals should be clear what is to be
achieved according to the results of analysis needs.
Application of the principle of good study needs to be applied
to the learning process can be done quickly and precisely.
Basically learning principles are worth considering to apply
revolved around five things: participation, repetition,
relevancy, transfer and feedback. The appropriateness of the
teaching technique used depends on a variety of
considerations that you want highlighted, such as frugality in
finance, program materials, the availability of certain
amenities, preferences and abilities of participants,
preferences and ability to coach and learning principles to be
applied. Having implemented the education and training can
be identified teacher benefits, such as increased knowledge
and skills as well as skills. Implementation of an education
and training program can be said to be successful if the
participants transform themselves, with increased capability
in performing the task and behavioral changes that reflected
for example in attitude, discipline and work ethic.

One of the efforts to improve the competence of teachers is
the organization of education and training competency
effective [10]. The structure of education and training
programs to meet the required competencies need to be
designed in a comprehensive manner. Development structure
a comprehensive education and training is expected to
increase competence as an educator. Some things that should
be developed in education and training, including:
identification of information related to the competence of the
ideal, real competencies owned by teachers in the field,
especially the education and training of prospective
participants. The map is the basis for the formulation of
competency goals, education and training materials, the
experience needs to be developed, learning resources,
allocation of time for education and training.

The next thing is the use of strategies that are relevant to
education and training participant characteristics; packaging
education and training materials into forms that facilitate
active learning, fun, experience-based, competency-based
development, designing effective training scenarios,
controlled, and accountable. Relevance of education and
training necessary for the implementation of obtaining a
positive response from the participants. For these purposes
should: planning education and training through an
assessment process to the education and training needs.

The use of delivery strategies needs to pay attention to
things like the following [10]. Andragogy approach based on
the application development experience and performance;
Experience participant education and training should be
developed in the form of active learning, allowing
participants to be the subject of education and training
activities in the learning process. With the experience and
engagement work activities during the implementation of
education and training are expected to develop skills in
education and training is more impressive and stronger
internalized so embedded; Education and training carried out
in an interesting, impressive, and fun, as well as carefully
evaluated; involvement of participants in the activity
implementation of education and training provide an
atmosphere of mental, emotional, social, and physical
activity can make a distraction training atmosphere is more
“alive” and participants will be followed by lackluster;
Reflection sustainable integrated, for example in the form of
FGD, need to involve various stakeholders. Reflection is
needed to see the cracks weaknesses as feedback for further
improvement.

Appropriate systems approach as described above, can be
identified the factors that influence the success of a good
education and training related to the input and the education
and training process itself; mentioned factors such as: clear &
meaningful task, cooperative-anticipative activity, cooperative learning experience based methods, cooperative and collaborative, participative, exhibition result, elaboration of knowledge, critical thinking, reflection and anticipative thinking, enthusiastic, good image result and positive habits.

III. DEVELOPMENT MODEL

There are many models of instructional systems design. Among them there are system-oriented models, such as the Dick & Carey Model, ADDIE Model, and others. There is also a model of instructional design-oriented products, because learning to produce products, such as the model Hannaffin & Peck or rapid prototype models. Also, there is a model-oriented teaching and learning activities in the classroom, such as models ASSURE, ICARE.

In general, training design steps starting from the stage of analysis, design, development, implementation and evaluation. Evaluation can be done for each step from analysis to evaluation. This training system allows participants to absorb information/knowledge, perform skills, interact deepen knowledge and skills, and reflect on what has been learned. Fifth above it is a requirement of a successful training design.

Otto and Glaser [5] proposed training strategy development model with the term Model 'Personal Training and Development'. This model consists of five activities: 1) analyzes practice problems, 2) formulate and develop training objectives, 3) selecting training materials, learning media, methods and techniques of training, 4) develops curricula and units, exercises, and topics training, and 5) assess the results of the exercise. An effective training model is considered capable when based curricula, approaches and strategies that fit the needs of the target learners and learning problems that occur in the middle of it. For the special requirements needed to build a model of an effective and efficient training. These requirements include the need/problem trainees learning.

An analysis phase typically includes several steps, such as systems analysis, which generally depict clients are asked to be involved in designing training. Formulation of objectives and tasks participants attended the training set, typically followed by reflection. After the selection of materials and media, followed by the quality of the training methods under the inspiration of trainee teachers. Once the curriculum and units, exercises, and training topics are set and implemented further training, after that need to be evaluated. The evaluation was done to determine whether the training program objectives achieved or not, and to determine if the content and training administrative satisfactory or not, to determine the benefits and costs financial program and to compare the costs and benefits of various training programs in order to choose which program is best for sustainability in the future.

Model 'Training and Development Personnel' which consists of five steps was developed through three stages: a preliminary study, the development model of teacher education and training, continued validation of the model by evaluating the efficiency and effectiveness of the model in the form of self-assessment training participants.

IV. MEASUREMENTS AND RESULTS

Context Model 'Personnel Training and Development' are, as mentioned above, which consists of five steps activities are grouped into three stages, namely:

1) Preliminary studies that include analyzing problems exercise
2) Planning and Development Model that includes: formulating and developing training objectives, selecting training materials, learning media, methods and techniques and develop curricula and training units, exercises, and training topics, and implement
3) Validation of models including further assessment to the results to develop models and learning strategies.

A preliminary study found that during this time many teachers have problems related to their professionalism. It deals with the low mastery of pedagogical competence. It is indeed the first professional competence that leads to the implementation of the duties and functions of teachers. Training for primary school teachers have not been efficient and effective and not yet developed the ability to think critically; Therefore I design an appropriate training model called 'Training and Development Personnel'.

The training was held in the studio of the Working Group on Teacher Wonosobo regency May 2-10 2013 by the faculty facilitator SWCU Salatiga. The training participants were 37 people and 17 of them are alumni of SWCU Blended Learning Program.

After the first and second step is done, the model validation performed. Model validation step 'Personnel Training and Development' this is by measuring the process and outcomes of training primary school teachers, which includes measurements of the level of efficiency, and effectiveness/success of the training include increased ability to think critically. This activity is performed by conducting a self-assessment by participants of the training process that they follow and the results of the training they get. Participants' self-assessment results as shown by Table I below are evidence of the efficiency and effectiveness of training.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>Median</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Efficiency</td>
<td>3.33</td>
<td>3</td>
<td>0.63</td>
</tr>
<tr>
<td>Be Prof. teacher</td>
<td>3.43</td>
<td>3</td>
<td>0.51</td>
</tr>
</tbody>
</table>

Given the magnitude of the mean over the median, it can be stated that 'Personnel Training and Development' model supported the efficient and effective data. Thus 'Personnel Training and Development' Model can develop elementary school teacher professionalism. Further description of the 12 independent variables thought to be determinants that influence the professional development of primary school teachers in training this model is as follows.

Based on the results of the analysis as presented in the table above, it turns out of 11 independent variables examined, most, 9 variables, such as the significant increase: 1) Clear and meaningful task, 2) cooperative-anticipative activity, 3) Cooperative learning experience based methods, 4) Cooperative and correlative, 5) Exibition result, 6) Reflection & anticipative thinking, 7) participative, 8) enthusiastic and 9) Good image result. There are only 2
variables are less well developed through this training, namely: 1) Positive habits, 2) Elaboration knowledge and 3) Critical thinking.

Furthermore, to find the determining factors / determinants of professional quality teachers as agents of change carried Step Wise Regression Testing models whose results are presented in Table III as follows.

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.703</td>
<td>.495</td>
<td>.453</td>
<td>.37991</td>
</tr>
<tr>
<td>2</td>
<td>.823</td>
<td>.677</td>
<td>.619</td>
<td>.31707</td>
</tr>
</tbody>
</table>

Based on the results of the regression analysis as above, of the 12 independent variables, was obtained only 2 influential models of its determinants of independent variables on the professional quality of teachers as change agents error of standards respectively. Knowledge elaboration variable influence the magnitude of (Model 1) the level of professional quality of teachers as agents of change was 4.53%. Knowledge elaboration and Cooperative and correlative level of influence (Model 2) the professional quality of teachers as agents of change was 61.90%. In order to know how high the level of significance of each model it can be examined in Table IV below.

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.697</td>
<td>1</td>
<td>1.697</td>
<td>11.755</td>
<td>.005</td>
</tr>
<tr>
<td>2</td>
<td>2.323</td>
<td>2</td>
<td>1.161</td>
<td>11.552</td>
<td>.002</td>
</tr>
</tbody>
</table>

Based on the ANOVA results as presented in Table IV, from the 12 independent variables, only gained 2 models with only 2 variables to be a determinant variable professional development of teachers as agents of change, while the other variables excluded from the model, because it is not significant. Model 1 is obtained $F = 11.755$ with a significance level = 0.005; This means a determinant variable Knowledge Elaboration of the professional development of teachers as agents of change through 'Training and Development Personnel' model of the influence of 45.30%. Model 2 obtained at $F = 11.552$ with a significance level = 0.002; This means variable Knowledge Elaboration and Cooperative and correlative becomes a significant determinant of the professional development of teachers as agents of change through 'Training and Development Personnel' model of the influence of 61.90%.

V. DISCUSSION

'Training and Development Personnel' model which originally composed 5 stages, and there are three modified phases: 1) preliminary studies (analyzing training problems), 2) planning and development model (formulating and developing training objectives, selecting training materials, learning media, methods or techniques, the developed curricula and training units, exercises, and training topics, as well as execute) 3) model validation (assessing the results of the exercise). After the first and second step, the third step is done by measuring the model validation process and results of primary teacher training, which includes measurements of the level of efficiency and effectiveness / success of the training. It turns out that the model of training 'Personnel Training and Development' supported the efficient and effective data.

An alumnus of SWCU Blended Learning Program with a strong personal vision will always ask, and ask again, to confirm their profession as a teacher. A teacher must love changes and aware of duties and functions professionally. Therefore when training is undertaken it must be relevant to the problems in the field. It will surely support the development of critical and creative thinking skills. Moreover, when training tasks are followed by the natural quality, 'Personal Training and Development' model can inspire teachers professionally as agents of change.

A model of training is considered effective when it is able fit the strategies and approaches to the practical needs of teachers. Two variables that proved critical success training contributed almost 62% to be a priority in the training and Cooperative Knowledge Elaboration & correlative. This means that the 'Personnel Training and Development' Model will be successful if 1) the curriculum or the quality of materials and method of training allows participants to build new and meaningful knowledge (elaboration), and 2) applying cooperative learning where training materials relating to ES issues which teachers duty. These findings strengthen the theory of positive psychology and constructivism that seems to be effective in training 'Personal Training and Development' Model for teachers, especially alumni of SWCU Blended Learning Program.

The training model consists of five steps which are then modified into 3 phases allows the teacher trainee cannot just absorb the knowledge, conduct/skilled, interact deepen their knowledge and skills, and reflect on what has been learned, but also to build new knowledge and meaningful to the lives.
of teachers; in other words it is a requirement for successful training design have been met. So it is feasible if the training was successfully developed to develop the professionalism of teachers as agents of change that is supported by two independent variables are significant and Cooperative Knowledge Elaboration & correlative.

VI. CONCLUSION

Training model 'training and development personnel' for primary teachers alumni of SWCU Blended Learning Program was efficient and effective; based on the results of the analysis, it turns out of 12 independent variables examined, most (9 variables), experienced significant improvement, namely: 1) clear and meaningful task, 2) cooperative-anticipative activity, 3) cooperative learning experience based methods, 4) cooperative and correlative, 5) exhibition result, 6) reflection & anticipative thinking, 7) participation of teachers, 8) enthusiastic and 9) good image result. There are only 3 variables are less well developed through this training, namely: 1) Positive habits, 2) Knowledge Elaboration and 3) Critical thinking.

There are 2 models of the determinants / influential independent variables on the professional development of teachers as agents of change: Knowledge elaboration varies (Model 1) influence 45.30% to professional quality of teachers as agents of change; Knowledge elaboration and Cooperative and correlative variables (model 2) influence 61.90% of the professional quality of teachers as agents of change.

Therefore, this model can be replicated in other groups of working teachers to improve the quality of teacher professionalism, including improving the quality of teachers' duties and function is the advancement of education, especially for the improvement of elementary school.

REFERENCES


Slameto was born in the city of Salatiga on April 6, 1953. He graduated in master on guidance and counseling and doctor on educational management from the State University of Semarang 2002. He became a lecturer science 1982 and remains on course guidance and counseling and education of primary school teachers; He has written a book “Learning and the Factors that Influence It”; Jakarta: Rineka Cipta, 2003. Prof Slameto is chairman of the Board of Education in Salatiga.