



The Effect of Internal Training and Obstacles to Music Teachers' Teaching Competency Improvement Effort

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Abstrak

Penelitian ini bertujuan untuk menganalisis dan mengetahui kompetensi Guru musik di Satsikmil Type A Pusdikajen Kodiklatad, serta untuk mengetahui hambatan dalam meningkatkan kompetensi Guru musik serta untuk mengetahui strategi apa yang digunakan untuk mengatasi hambatan tersebut di dalam sebuah organisasi yang telah berdiri sejak lama. Dengan menggunakan metode penelitian deskriptif dengan pendekatan kualitatif, serta menganalisis data sekunder dan wawancara secara langsung (*indepth interview*) untuk mendapatkan data-data primer. Hasil penelitian menunjukkan, bahwa berdasarkan indikator kompetensi yaitu pengetahuan, keterampilan, dan sikap. kompetensi yang dimiliki Guru musik militer di Pusdikajen Kodiklatad sudah termasuk kedalam kategori cukup baik. Pelatihan internal masih belum mampu memperbaiki dan meningkatkan kemampuan Guru musik militer dalam proses belajar mengajar, terbatasnya jumlah pelatih/*Trainers* yang memiliki kualifikasi memadai sebagai tenaga pendidik dalam bidang ilmu teknologi (khususnya hanya ada beberapa orang yang menguasai *software Sibelius*)

Kata Kunci: Guru musik, Organisasi, Kompetensi, Pengetahuan, Keterampilan.

Abstract

This study aims to analyze and determine the competence of music teachers at Satsikmil Type A Pusdikajen Kodiklatad, as well as to find out the obstacles in improving the competence of music teachers and to find out what strategies are used to overcome these obstacles in an organization that has been established for a long time. This research was done by using descriptive research methods with a qualitative approach, as well as analyzing secondary data and direct interviews (in-depth interviews) to obtain primary data. The results showed that based on indicators of competence, namely knowledge, skills, and attitudes. The competencies possessed by military music teachers at Pusdikajen Kodiklatad are included in the fairly good category. Internal training is still not able to improve and improve the ability of military music teachers in the teaching and learning process, the limited number of trainers / Trainers who have adequate qualifications as educators in the field of technology (especially there are only a few people who master the Sibelius software).

Keywords: Military Music Teacher, Organization, Competence, Knowledge, Skill.

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INTRODUCTION

One of the challenges that humanity will face in the future is to create organizations that are increasingly diverse but at the same time demand more efficient, effective and productive management Najamuddin et al., (2022); Yusrizal & Fatmawati, (2020). Organization is something abstract, it cannot be seen or touched, but what we always get is its existence. That we must realize that the organization's dependence on increasingly high quality human resource management will be even greater Rasyad, A., Wiyono, B. B., & Rahma, (2020); (Agung, 2018). Without prejudice to the importance of constant attention must be paid to the management of other organizational resources. Whatever policies are formulated and set in the field of human resources and any steps taken in human resource management, all of them must be related to the achievement of various types of goals that have been set to achieve a goal that has been carefully planned Asrial et al., (2019); Yaumi et al., (2018);Xhomara & Shkembi, (2020). The concept of Good Governance applied by the Indonesian government places human resources as one of the aspects that determine the success of this concept. Good or bad services provided to the community depend on the performance displayed by each government apparatus. The government must give more serious attention to human resources so that every human resource that oversees public organizations is competent, professional, effective and efficient Mardapi & Herawan, (2019);Siska et al., (2022). In other words, the government must start paying attention to the performance of every individual in the organization so that the overall performance of the organization can increase.

In order to realize good governance, the first thing that needs to be considered is of course the competence possessed by each individual in the organization (Angriani & Dayat, 2019).Competence will be directly proportional to the performance of each individual. With good competence, of course it will produce good performance as well. Therefore, efforts are needed to improve the competence of each individual in the organization Minardi & Akbar, (2020); Masitah et al., (2022). Competency improvement can be done in various ways, including education and training. Through education and training, there will be a transfer of knowledge, skills and attitudes from personnel individually and in groups, as well as for teachers to participants in education and training. Thus, it is hoped that there will be an improvement in competence after attending education and training (Marce et al., 2020).

The noble ideals of the nation are as stated in the Preamble to the 1945 Constitution, namely the intellectual life of the nation. In the world of education, improving the quality of human resources is not only focused on students, but also on educators. Therefore, education is one of the important elements to realize the noble ideals of the nation. The competencies possessed by an educator greatly affect the success of an education. Educators must be role models for students. Because to get quality educational output, of course, starting from educators who have good competence . Apart from having good competence in accordance with their respective fields of work, educators must also be sensitive to all kinds of changes that occur inside and outside the school) organization (Noddings, 2015). In line with various kinds of changes, educators should have the ability to anticipate all kinds of developments caused by these changes. With good competence, every educator will be encouraged to participate actively and can contribute to the teaching and learning process (Pangaribuan et al., 2022).

Currently, the transformation carried out by the Army has required every individual to be able to adapt to the changes that occur. Each Army personnel is required to be more professional and competent according to their respective fields of duty. Increasing professionalism and competence will certainly lead to an increase in the performance of every personnel in the Army. To support this performance improvement, since 2010 the government has provided compensation to soldiers in the form of performance allowances. In Article 2 of the Presidential Regulation of the Republic of Indonesia Number 72 of 2010 concerning Employee Performance Allowances within the Indonesian National Armed Forces, it is stated that: all employees of the Indonesian

National Armed Forces who at the time this Presidential Regulation comes into effect, in addition to the income they are entitled to receive, are given a monthly Performance Allowance (Fahmi & Nasrullah, 2021).

The Adjutant General Education Center (Pusdikajen) Kodiklatad as an Adjutant General Branch Educational Institution within the Army, which has the main task of educating and training the Adjutant General's Soldiers or Civil Servants to become professional, disciplined and spirited Sapta Marga personnel, in fact respond to this phenomenon. Through the provision of performance allowances, the efforts made by the Army are through education and training. The Army through Educational Institutions (one of which is Pusdikajen Kodiklatad) in its environment tries to provide education and training that does not only focus on increasing knowledge and skills but also pays attention to improving attitudes. Therefore, Pusdikajen Kodiklatad continues to strive to improve the competence of its personnel, especially the competence of educators.

Educators in the Army environment are usually called Military Teachers (gumil). Military personnel of the Pusdikajen Kodiklatad who hold the rank of Officer, be it a group of Intermediate Officers or First Officers, are prepared to become educators. Meanwhile, there are also civilian personnel (PNS) who are tasked with being a chump depending on the needs of the educational device organization itself. This is necessary to obtain quality educational outputs starting with educators who have good competence. Improving the quality of learning will lead to the output of quality educational outcomes, so that it can make human resources that have good competence.

Based on the results of temporary observations, the competence possessed by music teacher in Pusdikajen Kodiklatad is still not optimal. This can be seen from the phenomena found in the field, namely as follows: There are still Military music teachers at the Pusdikajen Kodiklatad who have not attended the education of educators in the TNI AD environment, such as the Educational Staff Course (Susgadik) / Military Teacher Course (Susgumil) / Officers Trainer (Patih), military music officer course (Dikpasikmil). This condition shows that not all Military Teachers at Pusdikajen Kodiklatad have certification to teach. This can be seen in table 1.

Table 1

The condition of military music teachers at Pusdikajen Kodiklatad who have attended the education of educators (Educator Certification)

No	Year	Teacher		%
		Total	Sus Gadik / Gumil / Patih	
1	2018	34	8	23.52
2	2019	33	9	27.27
3	2020	30	11	36.66
4	2022	23	13	56.52

Source: Administration Section of Pusdikajen Kodiklatad 2022

There are still military music teachers who have not been able to utilize the Sibelius application media in computer devices in the teaching and learning process. This becomes very important, because the teaching and learning process at Pusdikajen Kodiklatad is already based on information technology using e-learning as a medium for delivering materials and assignments. Limitations in utilizing computer and internet facilities resulted in the teaching and learning process being carried out. This can be seen in table 2.

There are still military music teachers who are less concerned about administrative completeness in the teaching and learning process. As an example of administrative completeness in the teaching and learning process is Teaching Readiness (Siapjar) which includes General Instructional Objectives (TIU) and Specific Instructional Objectives (ICT). This condition resulted in the formulation and preparation of learning units that were not in accordance with the operational curriculum and had an impact on the unclear goals and objectives of learning. It can be seen from table 3.

The motivation to always learn and develop themselves is still lacking. This can be seen from the lack of interest of military music teachers in participating in training (music) which is held internally by Pusdikajen Kodiklatad.

Table 2
Conditions of military music teachers who control the Sibelius Application Media at Pusdikajen Kodiklatad

No	Rank Group	Total	Qualification		%
			Capable	Not capable	
1	Middle Officer	3	1	2	33.33
2	First Officer	10	4	6	66.66
Total		13	5	8	62,50

Source: Team Gumil/Tih Pusdikajen Kodiklatad 2022

Table 3
Condition of Completeness of Instruction Packages (PI) for Military Music Teachers by Type of Education at Pusdikajen Kodiklatad

No	Type of Education	Number of Subjects	Instruction Package (PI)		%
			Complete	Incomplete	
1	Dikpasikmil	8	4	4	50.00
2	Dikbatihsikmil	12	7	5	41.66
3	Dikbasikmil	10	6	4	40.00
4	Diktasikmil	10	7	3	42.85

Source: Team Gumil/Tih Pusdikajen Kodiklatad 2022

Human resources are the most important resources owned by an organization, one of which is that the most important investment that may be made by an organization is in the field of human resources itself. The existence of a question faced, must be answered by every organization. That is, the choice available is not between the development of its human resources, but how much investment must be made.

Baharun, (2018) states that: Human resource development is a strategic approach to investing in human resources. Human resource development provides a framework for self-development, training programs and career advancement tailored to the skills needs of the organization in the future.

Based on this concept, human resource development is one part of human development. Development of humans by humans and for humans as well as human empowerment concerning human participation in the development process of a country is the main goal. Prof. Dr. Sondang P. Siagian, MPA, in detail describes the area of human resource development activities that have 4 main functions, namely: 1) Employee training; 2) Employee education (employee education); 3) Employee development (employee development); and 4) Employee rotation.

One of the main goals of an activity in the organization is a career. Career is an inseparable part of the human resource development process. Career is one of the key factors for organizations so that their employees want to develop themselves. Increased responsibility, power, authority, status and income makes an employee feel more recognized and valued and can actualize himself more in organizational life.

Understanding the need for employee careers and how careers are related to employee satisfaction, happiness, and financial fulfillment is one of the main points for organizations in the HR development process. Julia et al., (2020) says that: Career is a series or sequence of activities during the person's life span and is related to work, behavior, values, and aspirations. Meanwhile, Julia, Supriyadi, et al., (2020) defines a career as: a role or status. Careers are all functions (professions) that have individual responsibilities. While Myori et al., (2019) defines career as: a major impact on organizational activities in achieving organizational goals in order to strengthen the loyalty relationship between the organization and each individual.

Based on some of these opinions, it can be concluded that a career is a series of work experiences in achieving the main goals of an organization itself. Career management is carried out by assisting individuals in planning and developing their career activities to ensure that career planning is in accordance with the needs of the organization. Figure 3 shows the relationship between the planning system and human resource development with the individual career planning and development system. So career management includes planning and developing individual and organizational careers. Career planning and development provided by the organization is not to guarantee the career success of its employees but is intended to assist employees in matters related to work, assignments, and career decisions, both inside and outside the organization itself

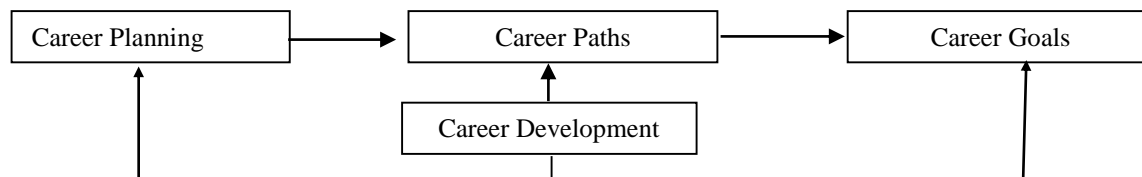


Figure 1. Career Management System

Source: Sudira & Astuti (2021)

According to Saputra, (2020) defines career development as an effort to improve the technical, theoretical, conceptual, and moral abilities of employees according to the needs of the job through education and training. Meanwhile, according to Fu'adi et al., (2022), career development is: Personal improvement made by a person to achieve a career plan.

From this opinion, it can be seen that career development is a structured activity, carried out by organizations for their employees, with the aim of increasing awareness, knowledge and abilities which are provisions for their career advancement, so that organizations and employees can develop themselves to the fullest. Competence possessed by a person is the result of a quality of human resources, one of which is. Through good competence, an employee will be able to carry out his duties or work to the maximum. This is then able to support the organization to achieve its goals effectively and efficiently.

The work ability of each individual which includes aspects of knowledge, skills, and work attitudes is a general definition of competence. According to Fu'adi et al., (2022) which states that competence is an individual's ability to carry out a job correctly and has advantages based on matters relating to knowledge, skills, and attitudes.

In a competency, an employee must have several existing elements, according to the opinion of Gunara & Sutanto, (2021), namely: 1) Expertise (Having expertise in accordance with the field of work mastered); 2) Knowledge (To support work, have the will to increase knowledge); and 3) Attitude (Have initiative in helping co-workers, have friendliness and courtesy in carrying out work and respect for a complaint).

The competence of each person has an important role in the effectiveness of the implementation of various work tasks, according to the opinion Tjabolo, (2020) explaining that there have been many benefits of having competence in organizations, namely to clarify a work standard, to select potential workers, to maximize the productivity of a company/organization. , develop a remuneration system, and balance work behavior with the rules contained in a company/organization.

Suharno et al., (2020) said that: Teacher competency standards are a set or required measure of mastery of knowledge and behavior for a teacher, so that they are eligible to occupy functional positions in accordance with the field of duty, qualification and level of education. Furthermore, Supadi et al., (2021) explains that: Teacher competence is carried out with a complex combination of knowledge, attitudes, skills and values that are shown in the context of the performance given to them in carrying out teaching tasks.

Based on the description, it can be concluded that what is meant by teacher competence is the ability of a teacher seen from the aspects of knowledge, skills, attitudes and values obtained from education and training to support his duties as an educator. This ability is used so that the goals and objectives of the teaching and learning process can be achieved.

In the Technical Manual on Teaching Methods within the Indonesian Army, it is explained that an Educator (Gadik) in this case a military music teacher (Gumil) in carrying out his teaching duties must: 1) Master all teaching methods that apply within the teacher, according to strata Girls respectively; 2) Implement the main methods and supporting methods determined by the Head of Department (Kadep) together with the Head of the Military Music Teacher Team/Trainer (Katim Gumil/Tih); 3) Provide advice on the development of teaching methods for the subject matter that is their responsibility; 4) Reporting obstacles/difficulties in applying the teaching methods specified in the program and in the teaching program; and 5) Responsible for carrying out their duties to the Commander of the Educational Institution (Danlemdik).

METHOD

This study aims to analyze the competence of military music teachers at Pusdikajen Kodiklatad. Qualitative research methods are considered the most appropriate method to be used in this research Hennink et al., (2020); Liamputtong, (2020); Hall, (2020). Because in this study the natural situation is still not clear. It takes direct and in-depth interaction with informants in the field to obtain the primary data needed.

In determining the research informants, the author uses a purposive sampling technique (determination of the informants/samples with certain considerations by establishing special characteristics that are in accordance with the research objectives). To facilitate the research process, the authors grouped the informants into three groups, namely groups A, B, and C. The informants in this study are as shown in table 4. The authors set data collection techniques through interviews, observation and document review. In this study, data collection was carried out by the researcher himself, by determining: 1) The focus of the researcher; 2) Informants as data sources; 3) Data collection; 4) Assess data quality; 5) Analyze data; 6) Interpret data; and 7) Conclusion.

The author carried out observations for three days conducted at Pusdikajen on military music officer education (dikpasikmil), military music training non-commissioned officer education (dikbatihsikmil), military music non-commissioned education (dikbasikmil), and military music enlisted education (diktasikmil) FY 2021. For the time of the study. itself is carried out in two parts of time, namely during morning lessons (1-4 hours, 07.00 - 10.00 WIB) and during afternoon lessons (5-10 hours, 10.20 - 15.00 WIB).

Observations were made based on observation guidelines regarding the competence of military teachers (military music) which were divided into three aspects, namely mastery of material (knowledge), ability to use media/sources of material being taught (skills), and ability to master class/students (attitude).).

In implementing the interview technique, the author uses a semi-structured interview method, starting from the first informant (group C/military music teacher), group B (Kadepjahirillurja and katim gumil/tih) and the last group is group A (Danpusdikajen Kodiklatad). To meet scientific requirements in research, the authors conducted a validity test (emphasizing the persistence of interviewing objects in observation) and comparing data from informants with the aim of getting more objective results.

Table 4
Research Informants

No.	Informant	Group	Number of Informants
1.	Danpusdikajen Kodiklatad	A	1
2.	Kadepjahirillurja and Katim Gumil/Tih	B	2
4.	Music teacher	C	2
Number of Informants			5

RESULT AND DISCUSSION

Main Duties and Functions of Pusdikajen Kodiklatad

Based on Kasad Decree Number Kep/45/VIII/2005 dated August 29, 2010 concerning the Organization and Duties of the position of the Adjutant General Education Center, abbreviated as Pusdikajen is the Kodiklatad Implementing Body which is located directly under the DanKodiklatad. Tasked with organizing branch education of the Adjutant General in order to support the main tasks of the Army.

To carry out these tasks, Pusdikajen carries out the following tasks: 1) Tasks (carrying out the main functions), namely education operations, and education assessment and development; 2) Duties (carry out organic military functions). Includes: all business, work and activities in the field of security, personnel, logistics, planning, administration, supervision and control; and 3) Tasks (implementing the organic function of coaching). Includes: all business, work and activities in the field of training.

Condition of military music teacher at Pusdikajen Kodiklatad

Based on the data obtained, it shows that the number of military music teachers at Pusdikajen Kodiklatad is 13 people with details in table 5.

Based on the table, it can be seen that most of the military music teachers at Pusdikajen Kodiklatad are graduates of the Branch Basic Education (Diksarcab). This education is the initial branching education for an officer where the material given at this level of education is still theoretical. Thus they are less than optimal in applying maximally what they get during education. This condition results in military music teachers graduating from Diksarcab having limitations in some subject matter, especially those related to applications or practices (Sibelius) which are carried out to complete a job.

Table 5
Number of military music teachers at Pusdikajen Kodiklatad by Military Education Level

No	Education	Total	A. <i>Percentage (%)</i>
3.	DIKLAPA	2	15.38
4.	DIKSARCAB	11	84.62
Total		13	100

Source: Administration Section of Pusdikajen Kodiklatad 2022

Table 6
Number of military music teachers at Pusdikajen Kodiklatad by General Education Level

No	General Education	Total	B. <i>Percentage (%)</i>
1.	Master	1	7.69
2.	Bachelor	2	15.38
3.	High School	9	69.24
4.	Vocational High School	1	7.69
Total		13	100

Source: Administration Section of Pusdikajen Kodiklatad 2022

Furthermore, in table 6 we can see that military music teachers have different levels of general education. In this case, the level of education will affect the mindset in attitudes during teaching and learning activities while in the classroom facing students.

Observation

For three days the author conducted the research, based on the results of observations, conclusions were drawn regarding three aspects (knowledge, skills and attitudes/behaviors). In terms of knowledge, of the 13 existing military music teachers, almost all of them already have knowledge of music material (basic and advanced). By exchanging knowledge between one military music teacher with another, thus the average military music teacher is able to arrange programs in the process of teaching and learning activities.

Then there is one thing that each military music teacher still has to improve on. Especially in improving skills, namely in mastering the sibelius application. Because this application is very influential on the output of music education at Pusdikajen Kodiklatad. This means that mastery of the Sibelius application is highly expected in terms of helping the arrangement process, writing songs in each student's unit later. In terms of attitude, most military music teachers still present a fairly boring impression. One of them is still one-way communication. It is possible that the material given is a bit heavy to convey (arrangement, solfedgio). So that sometimes the delivery of the material feels monotonous.

Interview

Information obtained from interviews with four groups of informants is known that from the aspect of knowledge, military music teachers do not have prominent problems. They are able to master teaching materials well, the methods they use in the teaching and learning process are not too problematic although they still need some development.

From an attitude point of view, the music teacher did not experience any problems. They are able to show the identity of a soldier who is required to have a good attitude towards anyone, including students. The thing that needs to be improved from the attitude aspect is the learning motivation of music teachers. The field of information technology is one of the focuses emphasized by the Army leadership in the Army's transformation process. Therefore, military music teachers at Pusdikajen Kodiklatad are expected to have mastered matters relating to current information technology.

Barriers Faced in Improving the Competence of Military Music Teachers at Pusdikajen Kodiklatad

Based on the results of interviews with informants from Groups (A and B), information was obtained regarding the obstacles faced by Pusdikajen Kodiklatad in increasing the competence of military music teachers. The barriers are as follows:

1. The training organized by the Pusdikajen Kodiklatad (especially the training of fellow gumil colleagues who have more abilities) has not been able to improve and improve the ability of military music teachers in the teaching and learning process. This resulted in the methods used by military music teachers in the teaching and learning process which were always the same in the same education. There has been no innovation or improvisation in the teaching and learning process.
2. There are still many military music teachers who use the usual techniques (conventional techniques) in the teaching and learning process. This is because military music teachers have not been able to develop and implement the results of training (sharing fellow gumil) in the teaching and learning process, especially training in the field of information technology.
3. The limited number of trainers/trainers who have adequate qualifications as educators in the field of information technology (especially those who master music applications). So that the material given in the training in the field of information technology is adjusted to the ability of the trainer.
4. There are several educational curricula that have been revised internally (limited meetings of related leaders and staff). This resulted in the teaching and learning program that had been prepared had to undergo changes. So the preparations made by the military music teacher are rearranged.

Strategies Used to Improve the Competence of Military Music Teachers at Pusdikajen Kodiklatad

The strategy for the obstacles faced by Pusdikajen Kodiklatad in improving the competence of military music teachers is to be carried out in stages, stages and continues. From the results of the author's interviews with informants, information was obtained about the strategies or solutions used by Pusdikajen Kodiklatad in an effort to improve the competence of military music teachers. The strategies are as follows:

1. In an effort to improve the competence of military music teachers, the Danpusdikajen Kodiklatad often provides direction so that military music teachers always maintain and increase teaching and learning motivation.

2. Pusdikajen conducts an evaluation which is carried out after the end of education, including: training materials, trainers/trainees, training facilities, including training participants. In addition to internal training, Pusdikajen Kodiklatad also sends military teachers (including several military music teachers) for military teacher training which is carried out centrally by the Kodiklatad.
3. Carry out discussion activities among military music teachers, with the aim that military music teachers can further develop and implement the results of the training in the teaching and learning process.
4. Members of the Pusdikajen Kodiklatad (members of the military music unit) who are considered to have more capabilities in the field of information technology serve as trainers in information technology training (especially members who master the Sibelius application).
5. The Danpusdikajen Kodiklatad through the Kadep and Katim Gumil/Tih as well as related work units, always coordinate with the top unit (Kodiklatad) and branch supervisors (Ditajenad) regarding curriculum changes that may occur as well as regarding new policies that will be issued.

Competency Analysis of Military Music Teachers at Pusdikajen Kodiklatad

From the results of the research conducted by the author, it shows that the competence of military teachers (especially military music teachers) at Pusdikajen Kodiklatad is not fully in accordance with the standards of military teachers required by the Army. This condition has resulted in military music teachers not being able to optimally support the main tasks of the Pusdikajen Kodiklatad as an educational institution within the Army. The analysis was carried out, based on the results of interviews with informants from Groups A, B, and C, as well as based on the results of observations made by the author. The analysis is related to the competency standards of military music teachers in the Army environment which are divided into three aspects, namely knowledge, competence and attitudes.

Knowledge

Music teachers have been able to master the main teaching materials and supporting teaching materials. Especially the knowledge that the military music teacher has is quite good. The knowledge aspect also includes the ability of military music teachers in managing teaching and learning programs. The assessment is the ability of military music teachers in formulating learning objectives, formulating and compiling learning units and already being able to use several teaching methods.

Skills

In this case, the skills of military music teachers at Pusdikajen Kodiklatad still need to be improved and improved, especially skills in operationalizing information technology devices. Military music teacher who is too rigid (In teaching and learning process). So that the teaching and learning atmosphere is not dynamic. And in communicating, there are still those who have not been able to create two-way communication.

Attitude

Discipline and motivation of military music teachers became the focus of assessment in the aspect of attitude. This shows that in terms of discipline, military music teachers still need to be improved. Military music teachers still need to increase their motivation, especially learning motivation. Motivation to learn Military music teachers, especially in studying the field of information technology, are still lacking. They prefer to use the usual way (conventional) rather than using information technology facilities.

CONCLUSION

Viewed from the aspect of knowledge, military music teachers at Pusdikajen Kodiklatad are included in the fairly good category. This can be seen from the ability of military music teachers in mastering the main teaching materials and supporting teaching materials. This is necessary so that it can be applied in a more varied and interactive learning method carried out in the classroom. The skills of military music teachers at Pusdikajen

Kodiklatad still need to be improved and improved, especially skills in operating information technology devices, especially in operating the sibelius application on laptops/PCs. This condition resulted in the teaching method used was still using the conventional way. Meanwhile, in terms of communication skills, there are still a few who have not been able to create dynamic communication.

Military music teachers have a fairly high level of discipline in terms of time discipline. This at least shows that in terms of discipline and responsibility, military music teachers still need to be improved. While regarding the motivation of military music teachers, the authors conclude that military music teachers still need to increase their motivation, especially learning motivation. This is necessary because in addition to conveying material to students, military music teachers must also be able to arouse students' learning motivation.

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