

ABSTRACT

In 2019, SMK Telkom held an in-house training (IHT) where the training consists of a Contextual Teaching Learning training (CTL) and curriculum training. This study shows that there is a gap between the current state of education and the condition of future education. The current CTL training process is only done 80% of what should be 100%, whereas curriculum training is taken place at 75% of what should be 100%, and only 30% of SMK Telkom teachers are certified. Interviews show that there is a weakness in the training system at SMK Telkom due to several factors, one of which is weak Training Need Analysis (TNA), resulting in a gap in the current training process.

This study aims to determine the training needs of teachers based on their pedagogical competencies and to design training program proposals for teachers effectively and efficiently. The Training Need Assessment -Tools (TNA-T) model was used to measure 40 teachers out of a total population of 64. Measuring instruments are used to determine training needs based on pedagogical competence. After obtaining priority training needs, the analysis and design of the training program were conducted using the ADDIE (Analyze, Design, Develop, Implementation and Evaluation) method.

The results of the study found training needs in the form of curriculum development, the use of technology, and the mastery of learning theory. The results of the training program design using the ADDIE method resulted Contextual Teaching Learning (CTL) training and workshop.

Keywords: Training, Training Needs, Competence, ADDIE Method