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Development Of Management Model To Enhance Students' Professional Competence; Findings From Experts Validation

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Abstract

Teacher professional competence refers to the essential knowledge and skills that prospective educators must acquire prior to engaging in Field Experience Practices at schools. Regrettably, the survey results indicated that the professional competence of prospective teacher students remains low. This research piloted to validate a conceptual management model designed to enhance the professional competence of prospective teacher students of the Faculty of Teacher Training and Education, University of the Riau Kepulauan. To achieve the research objective, the researchers employed Borg and Gall's research and development methodology by involving eight experts. The findings demonstrated that the developed management model comprised planning, organizing, implementing, facilitating, controlling, and evaluating functions. The empirical evidence confirmed that this conceptual management model was effective, efficient, and practical management model in improving the professional competence of teacher students. The novelty of the developed model lied in its facilitation management function. The outcomes of this research gave the contribution to all study programs at the Faculty of Teacher Training and Education, University of the Riau Kepulauan, where this model was applied to improve the professional competence of teacher students before participating in a practical teaching program in the field. Thus, the Faculty of Teacher Training and Education, University of Riau Kepulauan have

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successfully established a management model that was both practical and efficient in preparing students for practical teaching programs at schools.

Keywords: Management model, competence, professional.

INTRODUCTION

Prospective teachers are required to possess a range of professional competencies, including foundational, procedural, and metacognitive skills. These competencies are essential for mastery before participating in Field Experience Practice activities at a target school. The professional competencies of a prospective teacher consist of the ability to prepare for learning, conduct learning with discipline, motivate students to understand the subject matter, create reports on student progress, and identify student learning problems. Additionally, a professional teacher must possess the capacity to choose and apply appropriate teaching methods, strategies, and techniques, manage the class effectively, generate student motivation, assess student learning outcomes, and develop teaching materials that are appropriate for student characteristics and school resources. According to Olohundare (2020), a professional teacher carries out his main duties with integrity and professionalism. According to another perspective, educators possess the ability to select and implement suitable teaching strategies, manage their classrooms effectively, stimulate student motivation, evaluate student learning outcomes, and design instructional materials that are appropriate given the students' characteristics and the school's resources (Bautista et al., 2015; Qanay et al., 2019; Osaigbovo & Abusomwan, 2020; Parsons et al., 2021 dan Pohan et al., 2021).

Professional educators are often expected to perform their primary duties as well as any additional tasks assigned to them, demonstrate a collaborative spirit within the educational institution to develop students' competencies, potential, and skills, and assess the progress of student learning outcomes (Gutierrez, 2020; Stemberger, 2020; De Simone, 2020; Bradley-Levine, 2022). These responsibilities are outlined in law number 20 of 2003, which specifies that the main tasks of educators include preparing for learning, teaching, assessing, conducting research, and providing community service. However, in practical application, teachers' primary duties often focus solely on preparing for learning, teaching, and assessing. The level of professional competence among prospective students serves as a benchmark for the effectiveness of implementing the Field Experience Practice activity program in the field. It is essential that teaching and education students fully grasp the theoretical concepts outlined above before

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participating in field experience practice activities at school. Previous research has revealed that the ideal scenario has not been achieved in the Faculty of Teacher Training and Education. The study by Pohan et al. (2021) revealed that the competency level of prospective students is still low, with an average score of 63.06 for the ability to create learning plans and 53.5 for teaching ability. This issue is attributed to the ineffective management system for increasing the professional competence of prospective students in the teaching and education faculty at the University of Riau Kepulauan. The preliminary study found that the previously implemented management functions only included planning, organizing, implementing, and evaluating, without effective facilitation and control of activities to increase students' professional competence as prospective teachers in schools. As a result, students have not mastered the curriculum concepts applied in each school.

An effective, efficient, and practical management model is essential to achieve the goals and targets of improving the professional competence of prospective students. This model should empower all resources owned by the University of Riau Kepulauan, as suggested by Syam (2017). Dezhbankhan et al. (2021) defined a management system as a set of interrelated and interacting elements that set goals and targets and enable them to be achieved efficiently and effectively. Given the importance of an effective, efficient, practical, and innovative management model in improving the professional competence of prospective students in field experience practices at schools, this research was conducted with a focus on the Validity of Management Models for Improving Professional Competence of Prospective Students in Field Experience Practice activities at University of Riau Kepulauan. This research is significant because no previous empirical research has been conducted to develop management models for increasing the professional competence of prospective students for field experience practice activities in schools. Additionally, an effective, efficient, practical, and innovative management model is crucial for providing a scientific guide to continuously improve the professional competence of prospective students.

RESEARCH METHOD

This research and development conducted at University of Riau Kepulauan by involving 8 experts to validate the conceptual model. The type of research conducted in this study is Research and Development (R&D) research. Borg and Gall's (2014) R&D model was adopted in this development. The research consisted of 10 procedural steps, as outlined by Borg and Gall. The procedural steps for this research were as follows: 1) Research & Information Collection, 2) Development Planning, 3) Research Product Development, 4) Product Preliminary Trial, 5) Main

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Product Revision, 6) Main Field Trial, 7) Revision of Operational Products, 8) Field Operational Trial, and 9) Final Product Revision; Implementation and Dissemination. This article will focus on steps 2) development planning and 3) research product development. The research instrument used in this study was a questionnaire that utilized a 4-choice Likert Scale. The options included Very Good (VG: 4), good (G: 3), poor (P: 2), and Not Good (NG: 1). The qualitative research instruments used in this study were documentation studies, open interviews, closed interviews, and observations. The grid of the research instrument consisted of indicators for the effectiveness, efficiency, and practicality of the management model. **Table 1** is provided to show the research instruments used in this study.

Table 1. Management Model Instrument Indicators and Sub-Indicators

Indicator	Instrument Sub-Indicator
Management Model Effectiveness	Clarity of management model components
	Completeness of the components of the management model being developed
	Clarity of the management model components being developed
	Readability of management models
	Feasibility of the management model
	Quality of management model results
	Suitability of management model results
Management Model Efficiency	Economic Management Model in the use of time
	Economical in energy use
	Economical in use costs
	Efficiency of steps to achieve goals
	Ease of implementation of management model steps
Management Model Practicality	Practical Management Models in the use of places
	Practical in use of time
	Practical in the use of materials
	Practical in using the method
	Practical in achieving goals

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	Practical in providing accurate information

To validate the instrument, four experts, including education management, evaluation, teacher competency training, and language experts, conducted tests. The instrument is deemed valid if the average value of the four validators reaches three or the "good" category. The results of the instrument validation conducted by the four experts are presented in **Table 2.**

Table 2. Instrument Validation Results from Experts

No	Instrument Assessment Aspects	Validators				um	verage
		V1	V2	V3	V4		
	Clarity of instructions for filling out the questionnaire					6	4
	Clarity of information regarding the assessment of questionnaire items					6	4
	Use of General Guidelines for Indonesian Spelling					4	3,5
	Statements are formulated in easy to understand way					5	3,75
	Correct use of words					5	3,75
	Use clear sentences					6	4
	Use correct letter forms					6	4
	Correct writing systematics					6	4
	Correct use of punctuation					6	4
0	Correct writing format					5	3,75
1	Clarity of management function steps					3	\ 3,25

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2	Clarity of indicators of professional competence					6	4
3	Clarity of evaluation aspects of the development of the management model being developed					5	3,75
4	Clarity of aspects of assessing the effectiveness of the management model being developed					5	3,75
5	Clarity of aspects of the efficiency assessment of the management model being developed					5	3,75
6	Clarity of aspects of assessing the practicality of the management model being developed					5	3,75
Total number		2	2	1	9	44	61
Grade Average		3,9	3,9	3,8	3,7	28.7	3.81

The results of the validation process indicated that the outcomes were reliable, with an average score of 3.81 from the four experts. The first validator achieved an average score of 3.9 in the very valid category, while the second validator also scored 3.9 in the very valid category. The third validator received an average score of 3.8 in the very valid category, and the fourth validator scored 3.7 in the very valid category. The data collection techniques used in this study included Expert Judgment stages 1 and 2, involving various experts in the field of education management, as well as two individuals each in educational science, curriculum, and educational technology, and one person in educational evaluation and educational technology. The researcher then assessed the normality of the data using the One Sample Kolmogorov-Smirnov test to determine whether the data were normally distributed. Researchers used the Kolmogorov-Smirnov test to determine normality, and if the Sig (2-tailed) value was > 0.05, the data was considered normally distributed. The results of the Kolmogorov-Smirnov test are shown in **Table 3**.

Tabel 3. Hasil Uji Normalitas Data Penelitian Dengan *One-Sample Kolmogorov-Smirnov Test*

		Unstandardized Residual
N		55
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	,13357626

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Most Extreme Differences	Absolute	,188
	Positive	,188
	Negative	-,108
Kolmogorov-Smirnov Z		,799
Asymp. Sig. (2-tailed)		,546

The outcomes of the one-sample Kolmogorov-Smirnov test showcased in the aforementioned table validate that the research instrument employed was uniformly distributed. This assertion is corroborated by the Sig value, which, when considered in conjunction with the fact that its two-tailed value was 0.546 and the significance level was 0.05, demonstrates that the data adheres to a normal distribution.

FINDINGS AND DISCUSSION

The Management Model which Implemented in the University of the Riau Kepulauan

Based on an initial investigation at the Faculty of Teacher Training and Education, University of Riau Kepulauan in July 2025, it was discovered during a Forum Group Discussion that the management function utilized to enhance the professional competence of prospective field teaching practice students involves the functions of planning, organizing, implementing, controlling, and evaluating. The primary program implemented to improve the professional competence of these students is through lectures in micro-teaching courses. Additionally, training is provided to prospective student teachers prior to their departure for the designated school to carry out the field-teaching program. It is worth noting that this activity was conducted in a single meeting, with internal lecturers serving as resource persons

The Faculty has demonstrated inadequacies in its planning and organizing functions with regard to improving the professional competence of prospective students. Specifically, insufficient planning has been conducted, and stakeholders have not been involved in the process. Furthermore, the organizing function has been weakened by the determination of lecturers to teach micro teaching courses without considering their expertise. In the implementation function, the material covered in lectures was found to be irrelevant to the curriculum model applied in the field. The controlling function has also been ineffective, as no regulations or control models have been established by the Faculty, Study Program, or lecturers. Consequently, the evaluation function has not been performed efficiently, and student competency is not being adequately assessed or evaluated. The evaluation process is limited to assessing lecturers who teach micro teaching courses through mid-semester and final exams, as well as micro teaching practice,

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without involving other components and stakeholders. Additionally, there are no standards for determining the professional competence of teaching practice students.

Developed Conceptual Management Model

The innovative management model that has been developed is a result of the faculty's previous implementation of management functions, which encompasses planning, organizing, actuating, facilitating, controlling, and evaluating. According to Imants and Van Der Wal's (2020) model for developing teacher professional competence, five key characteristics must be considered: (1) positioning teachers and prospective teachers as the primary actors in developing their competence, (2) recognizing the dynamic relationship between professional demands and teacher needs, (3) implementing the development of professional competence contextually, (4) considering the development of professional competence of teachers and prospective teachers as a binding variable, and (5) viewing the results of development as part of a continuous cycle. The conceptual management model developed to enhance the professional competence of prospective teachers practicing teaching in the field at the Faculty of Teacher Training and Education, University of Riau Kepulauan is depicted in **Figure 1.**

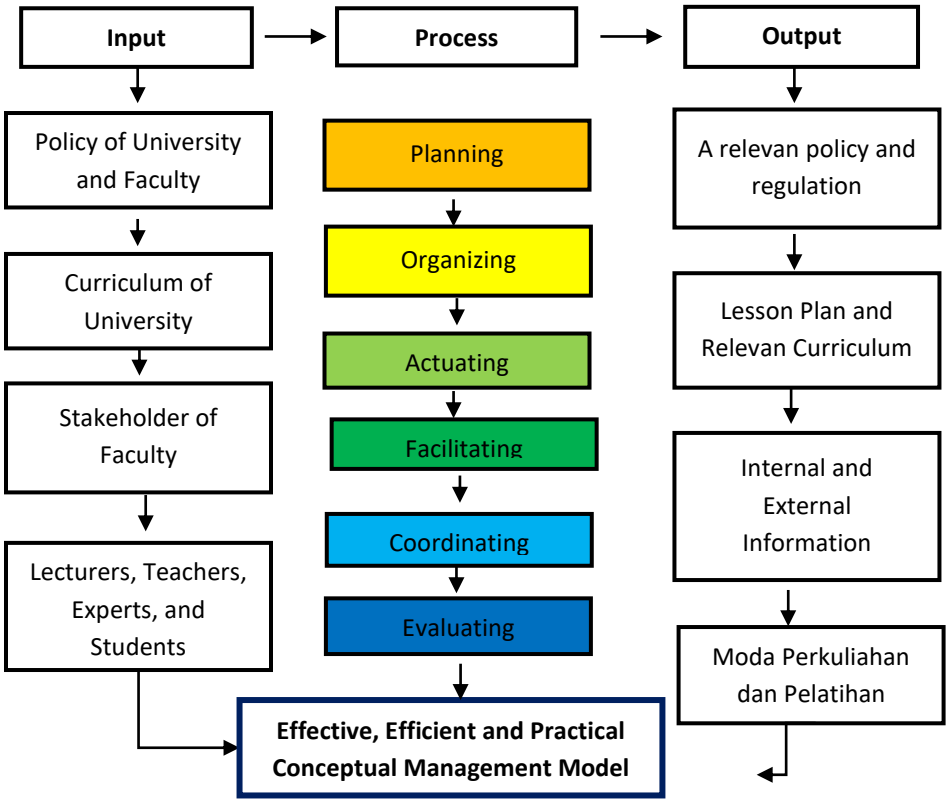


Figure 1. Conceptual Management Model

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Planning

In this conceptual management model, planning is a critical initial step in each activity, as it establishes clear goals, targets, and strategies for achieving them. This approach optimizes existing resources to achieve the objectives of the activities or organization. To develop this management model, the planning process includes three key elements that are carried out before a concrete plan is implemented. The three elements are as follows: First, empirical data is collected methodically in the form of information related to management models to enhance student professional competence. This information is gathered through various means, including Forum Group Discussions, observational studies, documentation studies, and in-depth interviews conducted within universities, faculties, and study programs at the Faculty of Teacher Training and Education. Information is collected from lecturers in charge of microteaching courses, principals of schools where students practice field teaching, teachers supervising students in the field, and the committee responsible for field teaching practice at the Faculty of Teacher Training and Education. Additionally, data is collected about the implementation of student preparation before participating in field teaching practice and information related to the professional competence of teaching field practice students from the schools where they practice is obtained through online surveys.

Secondly, the primary goal of this analysis is to identify any weaknesses in the current management model for enhancing professional competence at the Faculty of Teacher Training and Education, University of Riau Kepulauan. To accomplish this, we will examine the data collected from various sources, such as documentation studies, interviews, and observations, in order to ensure the accuracy of the information. Additionally, we will develop a concrete plan for creating a new management model that includes specific components and aims to improve professional competence among students and prospective students in the teaching field. This plan will outline the goals to be achieved, the strategies used to achieve those goals, the targets, budget, and evaluation system. The ultimate goal of this study is to create an effective, efficient, and practical management model that will enhance the professional competence of prospective students in teaching field practice at the Faculty of Teacher Training and Education, University of Riau Kepulauan.

Organizing

Reorganizing functions to categorize tasks, allocate responsibilities, and synchronize operations across different sectors is essential for achieving objectives and minimizing internal

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conflicts in an organization. This involves assigning distinct roles to each relevant component, such as the Chancellor, Dean, Deputy Dean, Head of Study Programs, Lecturers, Stakeholders, and students. By specializing in specific tasks, the professional competence of prospective students can be enhanced in the teaching field practice. Defining job procedures, authority, and accountability for each designated individual, as well as delegating authority, is crucial for organizing tasks and responsibilities. The chancellor bears ultimate responsibility for all activities within the university, while the Dean oversees the organizing stage, including selecting lecturers for courses, organizing field teaching practice committees, collaborating with stakeholders, and enhancing the professional competence of prospective field practice students. The Dean determines the target school and proposes the personnel involved in improving the professional competence of prospective students in teaching field practice.

Facilitating

The objective of facilitation is to provide all necessary resources and support to achieve goals, in this case, increasing the professional competence of students through various activities. To achieve this objective, the facilitation involves procuring and providing tools, goods, funds, instructors, media, and other resources. The facilitation is carried out in a collaborative manner between the Chancellor, Dean, Deputy Dean, Head of Study Program, Lecturers, Stakeholders, activity-implementing committee, field supervisor teachers, and students. Collaborative facilitation is based on the understanding of the direction and objectives, and the willingness of all parties involved to work together to achieve the goal of increasing the professional competence of prospective field teaching practice students from the Faculty of Teacher Training and Education, University of the Riau Islands, to participate in teaching practice effectively.

The objective of this management model is to foster an environment of collaboration and cooperation among all stakeholders, including students, teachers, and administrators. To achieve this, policies must be put in place that encourage participation, accountability, and shared responsibility. This includes creating a supportive and accommodating atmosphere, where individuals are encouraged to work together towards a common goal, and where there is a clear understanding of roles and responsibilities. By establishing partnerships that are both normative and adaptive, and by sharing responsibilities, all parties can work together to improve the professional competencies of prospective students in the teaching field. The establishment of good cooperation is critical to the success of these efforts, and requires the provision of adequate resources, including competent personnel, funding, and appropriate facilities.

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Actuating

Implementing this management model entails directing and motivating all involved components, which includes the Chancellor, Dean, Deputy Dean, Head of Study Program, Lecturers, Stakeholders, program implementation committee, field supervisors, and students. The objective of this movement is to increase the professional competence of prospective students in field teaching practice at the Faculty of Teacher Training and Education, University of Riau Kepulauan, by collaborating and contributing as a whole. The directing process involves providing work instructions and an overview of the management model development and implementation activities, as well as outlining the duties, responsibilities, and authorities of each component. The success of this implementation depends on the commitment and cooperation of all parties involved in the field. The implementation activity entailed all the activities carried out as part of the program to enhance the professional competence of prospective students in the teaching field through a variety of lecture activities, micro teaching courses, hybrid training, in-house training, seminars, webinars, conferences, visiting schools, and field practice opportunities.

The aim of this activity was to provide clear information and optimal assistance to prospective students who were practicing teaching at the Faculty of Teacher Training and Education, University of Riau Kepulauan, by leveraging the resources and expertise of various professional institutions. The management model for the implementation function is as follows:

a) Establish a clear plan for the implementation activity, including specific goals and objectives.

b) Assign responsibilities to specific individuals or teams to ensure that all aspects of the activity are covered.

c) Develop a communication plan to keep all stakeholders informed of progress and any changes to the implementation plan.

d) Monitor and evaluate the effectiveness of the implementation activity regularly, making adjustments as needed to ensure that the goals and objectives are being met.

e) Conduct a final evaluation of the implementation activity to assess its overall success and identify areas for improvement in future activities.

By following this management model, the implementation activity can be carried out in a structured and organized manner, ensuring that all aspects of the program are executed effectively and efficiently.

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Controlling

The primary objective of this control mechanism is to ascertain that all concrete plans prepared are executed in accordance with the various stages of the management functions. The management model's control stages involve the Dean, Deputy Dean, Head of Study Program, Lecturers, Stakeholders, implementing committee, field supervisors, and students. It is imperative that all components tasked with controlling activities collect detailed information to determine whether all planning is executed by the appropriate individuals, meaning those who possess the necessary expertise and qualifications. By ensuring that all components involved in establishing good cooperation in carrying out their duties and responsibilities are controlled, the goals of each activity can be achieved effectively. The control function in the management model is designed to increase the professional competence of prospective students in teaching field practices.

All individuals and entities involved in the Faculty of Teacher Training and Education, University of Riau Kepulauan, including the Dean, Deputy Dean, Heads of Study Programs, Lecturers, Stakeholders, Implementing Committee, Principal, Field Supervisor Teachers, and Prospective Field Teaching Practice Students, must provide an objective analysis of all field activities. This analysis should identify any errors or deficiencies that have occurred and offer recommendations for improvement. The objective of this review is to increase the professional competence of students and prospective students in the teaching field practice. To achieve this goal, alternative solutions should be proposed to address any issues that arise, in order to accelerate progress and ensure that the highest standards are met.

Evaluating

The evaluation was designed to assess the implementation of an empirical management model, which has been proven to be effective and efficient in enhancing the professional competence of students, particularly prospective students, for field teaching practice at the Faculty of Teacher Training and Education, University of Riau Kepulauan. This evaluation encompasses various related components, including the Dean, Deputy Dean, Head of Study Program, Lecturers, Stakeholders, implementing committee, principal, field supervisor, and prospective students. The evaluation stage in the application of the management model to increase the professional competence of students and especially prospective students is a highly urgent endeavor that must be carried out in order to obtain complete information. The results of this evaluation provide valuable information to various components of higher education, such as Deans, Deputy Deans, Heads of Study Programs, Lecturers, Stakeholders, implementing

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committees, principals, and field supervisors, enabling them to make improvements through activities aimed at enhancing the professional competence of students or prospective practical students in the field of teaching in the coming period, both individually and institutionally.

The purpose of the evaluation was to assess the effectiveness, efficiency, and practicality of the developed management model. The data and information obtained from the different stages can be utilized to improve and refine the management model, eventually transforming it into a tool for enhancing the professional competence of students or potential students. Through the evaluation process, researchers can detect any shortcomings and inadequacies in the management model, which was developed based on field findings. The stakeholders can then provide input and suggestions for improvement, thereby contributing to the ongoing development and implementation of the management model.

Expert Validation Results

After developing a conceptual management model, the researchers sought validation from eight experts to determine its suitability for practical testing in the field. These experts provided input, suggestions, and recommendations for improving the model, and their assessments were used to make improvements in accordance with their recommendations. The validators' assessments indicate that the improved model meets the criteria and indicators of an effective management model, including its theoretical basis, writing layout, and visual presentation. Additionally, the model has been designed to be practical, concise, and easy to understand. **Table 4** presents the results of measuring the model's effectiveness, efficiency, and practicality in increasing the professional competence of students at the University of Riau Kepulauan.

Table 4. Value of Effectiveness, Efficiency, and Practicality of Conceptual Management Models

Indicator	Instrument Sub-Indicator	Result	
		Average	Category
Management Model Effectiveness	Clarity of management model components	3,62	High
	Completeness of the components of the management model being developed	3,37	High
	Clarity of the management model components being developed	3,62	High
	Readability of management models	3,75	High
	Feasibility of the management model	3,25	High

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	Quality of management model results	3,75	High
	Suitability of management model results	3,37	High
Average Value of Effectiveness of Conceptual Management Model		3,53	High
Management Model Efficiency	Economic Management Model in the use of time	3,5	High
	Economical in energy use	3,5	High
	Economical in use costs	3,5	High
	Efficiency of steps to achieve goals	3,62	High
	Ease of implementation of management model steps	3,62	High
Average Value of Efficiency of Conceptual Management Model		3,55	High
Management Model Practicality	Practical Management Models in the use of places	3,62	High
	Practical in use of time	3,25	High
	Practical in the use of materials	3,62	High
	Practical in using the method	3,25	High
	Practical in achieving goals	3,62	High
	Practical in providing accurate information	3,37	High
Average Value of Practicality of Conceptual Management Model		3,51	High

Based on the data provided in the table, it can be inferred that the conceptual management model designed to enhance the professional competence of prospective field practice students at the Faculty of Teacher Training and Education, University of Riau Kepulauan, has proven to be effective, efficient, and practical. The assessment results from eight experts indicate that the model falls within the high category for effectiveness, with an average value of 3.53, efficiency, with an average value of 4.55, and practicality, with an average value of 3.51. These results demonstrate that the model is highly effective, efficient, and practical. To move forward, the next stage involves validating the hypothetical management model by engaging the users of the model, specifically teachers who supervise teachers at high school and vocational high school levels in Batam. Additionally, school principals and school supervisors who work in the Education Department should also be involved in this validation process. By involving all these components,

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it is hoped that the next stage of validation will provide comprehensive suggestions for improvement based on school conditions.

DISCUSSION

The development of a management model to enhance the professional competence of future field practice students in the Teaching and Education Faculty at the University of Riau Kepulauan has been deemed valid and worthwhile for testing, as evidenced by the high validity of the developed learning model. This result confirms that the management model for increasing the professional competence of prospective field practice students in the Teaching and Education Faculty at the University of the Riau Islands comprises clear and systematic learning steps, which is consistent with previous research that has demonstrated that a learning model with systematic stages can facilitate students' understanding of lesson materials (Iklina & Fadilah, 2022; Santhi & Pangestika, 2021).

Empirically, The developed management model has been found to be effective, as it has been able to achieve the goals and objectives set by the organization or educational unit in the field of education. According to the 2022 Big Indonesian Dictionary, the word "effectiveness" is related to the word "effect," and can be interpreted as a positive and successful result. However, in a general sense, effectiveness refers to the effort to achieve expected goals, targets, and results in a timely manner. The developed management model is generally considered to have high clarity, completeness, and readability, as well as clear relationships between its components. However, the assessment has identified areas that need improvement, particularly in terms of the feasibility and quality of the model's results, which could impact its suitability to established standards and overall effectiveness in achieving organizational goals. Therefore, further efforts are needed to improve and optimize the management model, with a focus on enhancing its areas of improvement to achieve a higher level of effectiveness.

Efficiency can be understood as the effective utilization of resources to accomplish a specific objective. This concept is supported by Sule and Saefullah (2010), who posited that efficiency is the act of performing a task correctly. Similarly, Sedarmayanti (2017) defined efficiency as a measure of the optimal use of resources in a process, with the more economical use of resources signifying greater efficiency. An efficient process is typically characterized by improved processes that reduce costs and increase speed. In the context of an applied management model, efficient resource utilization is critical to achieving high levels of efficiency in terms of time, energy, and cost. A management model with an efficiency rating of 3.5 in each of

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these areas would be considered highly efficient. The assessment of operational efficiency for this management model was also found to be high, with a mean value of 3.62. This indicates that the model has made a significant contribution towards achieving organizational goals by ensuring the optimal use of resources. The high assessment of the model's efficiency in various aspects suggests that it has been successful in effectively managing time, energy, and costs. Additionally, the model's ability to facilitate steps towards achieving goals efficiently and its ease of implementation indicate that it has been well designed and implemented. However, it is important to continue evaluating the model to maintain and improve its efficiency, as ongoing evaluation is necessary to ensure that the efficiency is sustained and improved in the face of changing developments and organizational environments.

The practicality and feasibility of the management model have been assessed, and its level of practicality has been evaluated. The model can be considered empirical if it meets the specified indicators of practicality, namely ease of use and applicability in achieving goals. In this case, it is applicable in increasing the professional competence of prospective students. According to Rochmad (2012), the practicality of a model, method, or tool refers to the ease with which it can be used to achieve stated goals, as well as the efficiency with which it can be applied to achieve goals at lower cost, faster, and more flexibly. The level of practicality of the management model is evaluated in various aspects, such as the efficient use of place, time, materials, and methods, as well as in achieving goals and providing accurate information. The ratings for the use of place, time, materials, and methods categories were high, with averages of 3.62 and 3.25, respectively. This indicates that the model was designed and implemented with the efficient use of various resources in mind. Additionally, the high level of practicality in achieving goals and providing accurate information suggests that this management model can significantly contribute to supporting operational processes and decision-making within organizations.

The research presented here is unique or novelty in that it introduces a management model designed to enhance the professional competence of prospective students in teaching field practice at the Faculty of Teacher Training and Education at the University of Riau Kepulauan. This model differs from existing theoretical and practical models by specifically targeting this particular area of professional development. The management model developed by Gharma (1922) and the Continuous Professional Development Program (2009) both aim to increase teacher competence, but they do not focus specifically on teaching field practice at the Faculty of Teacher Training and Education at the University of Riau Kepulauan. Additionally, the model developed in this research includes the functions of planning, organizing, implementing, and evaluating, as well as an

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additional function of actuating to increase the professional competence of prospective students in teaching field practice.

The Dharma model (1922) and the Continuous Professional Development Program (2009) are two models in the management function of reflection (reflecting). They differ in their implementation function, where the former increases teacher competence through internal school training and training provided by certain institutions where teachers act as participants. The training model was carried out face-to-face, and teacher activities were monitored only while the training was in progress. In contrast, the Sustainable Competency Development model (2009) uses the In-On-In training model for training activities. The first stage of training, In-1, involves giving teachers face-to-face training to master the aspects of conceptual and factual knowledge. In the second stage, the teacher completes tasks assigned by the training instructor, and the instructor monitors the teacher's progress and any problems in the field. Finally, in the In-2 stage, teachers carry out training, strengthening, and showcasing work results related to the tasks assigned in the In-1 stage.

The management model at the Faculty of Teacher Training and Education at the University of Riau Kepulauan focuses on planning, organizing, implementing, and evaluating. Each year, the faculty and the committee work together to provide lectures, training, and resources to increase the professional competence of prospective field practice students in teaching. The management model developed in this research at the University of Riau Kepulauan, Batam Islands for the 2023-2024 academic year includes planning, organizing, actuating, facilitating, coordinating, and evaluating. This model's innovative features are its actuating, facilitating, and coordinating functions. To enhance the professional competence of prospective field practice students in the Teaching and Education Faculty at the University of Riau Kepulauan, Batam Islands for the 2023-2024 academic year, the faculty will conduct a combination of face-to-face and online lectures and training activities.

This data analysis is supported by recent academic articles that examine theoretical concepts of practicality in management. For instance, the Resource-Based View (RBV) theory in management posits that efficient and effective utilization of organizational resources, including place, time, materials, and methods, is crucial for achieving competitive advantage. Likewise, the Efficiency-Principle theory highlights the significance of employing resources in the most economical and practical manner to attain organizational goals. Therefore, the high practicality assessment results for the management model are consistent with these theories, suggesting that the model successfully applies pertinent management concepts to attain efficiency and

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competitive advantage in a competitive work environment.

CONCLUSSION

Based on the research and development of a conceptual management model aimed at enhancing the professional competence of prospective students in teaching field practice at the Faculty of Teacher Training and Education, University of Riau Kepulauan, the model has been proven to be effective, efficient, and practical, as evidenced by the assessments of eight experts. The high validity of the developed management model demonstrates a clear and systematic management function, including planning, organizing, actuating, facilitating, controlling, and evaluating. This finding is in line with previous research, which has shown that a learning model with systematic stages can facilitate students' understanding of lesson materials. Additionally, the efficiency of resource use in this management model is also high, with an average value reaching the high category, indicating a significant contribution to operational efficiency in achieving organizational goals. The findings of this research support the "Resource-Based View" and "Efficiency-Principle" theories, which emphasize the efficient use of resources and the importance of using resources economically and practically to achieve organizational goals. Sure, here's a rephrased version with a more formal tone: The findings of this research offer a significant contribution to the understanding of the development and implementation of effective and efficient management models in the educational context and the enhancement of the professional competence of prospective teachers. To further validate the model, a broader scope and greater number of validators consisting of model users from diverse components are needed. This management model innovation can result in a model that effectively, efficiently, and practically increases the professional competence of teaching and education students, ultimately having a long-term positive impact on the quality of education in Batam City, Indonesia by providing schools with highly competent prospective teachers who are ready to contribute.

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