

Original Article

The Influence of Training and Career Development on The Performance of Case Study Teachers at SMA Putra Daarut Tauhid Boarding School

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Abstract: The background to this research is that it is necessary to increase the skills and abilities of teachers at SMA Putra Daarut Tauhid through appropriate and effective training and career development. Increasing teacher capabilities is a way to increase teacher competency standards in accordance with job and scientific demands. This research aims to determine the effect of training and career development on improving employee performance. The research method used is a quantitative method with a descriptive and verification approach, using a questionnaire as a tool for data collection. The samples taken were 54 teachers at SMA Putra Daarut Tauhid Boarding School from a population of 54 teachers. The data analysis method used uses the SPSS 23 program, with the analysis tool used is correlation regression. The research results showed that training and career development simultaneously had an influence of 73.8% on teacher performance, while the remaining 26.2% was influenced by other variables that were not observed.

Keywords: Employee Training, Development and Performance.

I. INTRODUCTION

Education development policies in Indonesia have been going on for a long time. The important role of the government in regulating the implementation of education in Indonesia is written in the law, namely, mandatory 12 years of basic education. Priorities in education were increasingly emphasized in the era of independence, making it possible to achieve the target of 12 years of compulsory education (Law Number 20 of 2003 concerning the National Education System). Efforts to improve the quality and participation of education in Indonesia continue to this day. In its development to carry out this mission, the education and culture department has prepared a curriculum that includes the basic principles of Pancasila. It can be seen in the history of the development of education in Indonesia and the objectives of the educational mission above that at every level of education in Indonesia, from elementary to high school, the government emphasizes the development and strengthening of religion and morals, which is in line with the mission of the Daarut Tauhid Foundation which has a revelation paradigm guiding science where knowledge must be balanced with high morals or akhlakul karimah. The way to do this is by balancing general knowledge with religious knowledge. The knowledge we have in the form of IQ needs to be balanced and accompanied by the maturity of EQ and SQ. In the development of education in Indonesia, the government continues to strive so that education can spread and be felt by almost the entire population of Indonesia.

Indonesian education emphasizes the development of human resources who are able to answer future challenges. There are four main priorities for implementing education, namely completing the implementation of 9 years of compulsory education, improving the quality of all types, levels and pathways of education, being able to connect the needs between education and industry, and increasing the ability to master science and technology. The quality of learning is one of the results of the existence of a teacher. Nowadays, the role of a teacher is not just to be present to deliver lessons and then return to the room to carry out administrative or other activities. According to Sardiman (2011:144-146), The function of the teacher in the process of teaching is that of an informant, organizer, motivator, director, initiator, transmitter, facilitator, mediator, and assessor. Learning quality is the ability possessed by a school to organize learning effectively and efficiently, resulting in high-value benefits for achieving predetermined teaching goals. Based on the performance data of teachers at SMA Daarut Tauhid, the performance has not been fully optimal and has experienced a decline in some semesters, even fluctuating and inconsistent. This inconsistency is evident from the data, where the average value of teacher performance increased from 80.8 to 81.3 in Semester 1 of 2023 but then decreased to 80.5 in the subsequent semester. This is a poor condition for teacher performance, as it is expected that teacher performance should be maintained, if not improved, each semester.

Several factors can cause the decline in teacher performance at Daarut Tauhid High School. Referring to Indrafachrudi (2000: 52), there are two sorts of elements that affect performance: internal factors and external influences. External variables



are those that originate from outside the self, whereas internal elements are those that originate from within a person and can affect how well they do at work. Examples of internal factors include interest and drive, aptitude, talent, character, age, gender, education, and expertise. Training, professional growth, the physical environment, facilities and infrastructure, rewards, atmosphere, regulations, and administrative procedures are some of the factors that might affect an individual's performance. Many factors influence improving teacher performance, including training. Kaswan (2011:2) states that training is a process of increasing employee knowledge and skills. Training is an effort made to develop knowledge, attitudes, skills and behavior to achieve certain goals. Training plays an important role in improving the quality of human resources so that it meets expectations. No exception, training for teachers aims to improve teachers' knowledge, skills and attitudes in order to achieve learning goals and educational goals in general.

Thus, training is viewed as a brief instruction intended to develop work-related skills, such as cognitive, social, managerial, and physical skills. In this sense, training serves as a means of igniting motivation or enhancing output in accordance with preset performance benchmarks. One way to address performance and individual issues is through training.

II. LITERATURE REVIEW

Hariandja (2007) defines human resources as the overall decision-making process and execution of different policies, initiatives, and actions targeted at workforce acquisition, development, and upkeep in an effort to boost support for raising organizational effectiveness in a way that is morally and socially responsible. Activity refers to the performance of a variety of tasks, such as arranging, preparing, shepherding, supervising, analyzing a job, recruiting, selecting, orienting, and inspiring others. In other words, human resource management is a set of organizational initiatives meant to draw in, nurture, and keep a skilled labor force. Managers, particularly those in charge of human resources, play a significant role in motivating employees to meet organizational objectives. Part of this is considering how to have human resource management that operates successfully and efficiently. According to Edwin B. filippo and Malayu S.P Hasibuan (2016:21), the function of human resource management is as follows: Planning is the process of choosing the best option from the list of available options to determine objectives and execution standards. Organizing is defined as a process of determining, grouping, and the arrangement of various activities necessary to achieve goals. The practice of encouraging coworkers to work so they are genuinely willing to do so in order to accomplish organizational goals effectively and economically is known as mobilization. Mobilization can be defined as the entire process of providing work encouragement to subordinates in such a way that they are willing to work sincerely to achieve organizational goals efficiently and economically. Motivation is a human psychological characteristic that contributes to a person's level of commitment, and Evaluation, also called control, is a reporting system activity that is in harmony with the overall reporting structure, developing standards of behavior, measuring results based on desired qualities in relation to goals, taking corrective action, and providing rewards.

The process of developing human resources in relation to an employee's or an employee's past performance in a particular role within a business or organization is called training. Drawing from the aforementioned expert perspectives, it can be inferred that training functions as a means of support for a methodical and structured learning process that takes a short time to enhance the practical knowledge and abilities to educate participants in order to accomplish specific objectives. The training aims to increase the knowledge and skills of teachers or workers, so training programs must be designed in such a way that they can truly provide benefits in accordance with the objectives of the training activities. A training organization consists of a number of interconnected components. When viewed as a system, Sudjana (1996) proposes training elements in Kamil (2012, p. 21.), namely instrument input, raw input, environmental input, process), output, other input, and impact. These training methods are chosen in accordance with the training objectives and are seen from the goals of the community (trainees) in learning activities because these goals are related to the community's self-concept and their learning experiences. Factors that need to be considered in training are cost-effectiveness, required program materials, learning principles, appropriateness and suitability of facilities, abilities and preferences of training participants, and abilities and preferences of training instructors.

Career development is a unit consisting of elements of a person's activities in their life to develop themselves and elements of organizational activities in developing their employees. This activity is carried out formally by the organization with the aim of achieving a balance between the individual's career and the career path determined by the organization. Caruth and Pane in Kaswan and Ade (2015:214) explain that career development carried out by organizations has a number of goals that serve both the needs of the organization and employees. Dessler (2007:192) suggests that there are main stages of career development, namely: growth stage, exploration stage, placement stage, maintenance stage, and decline stage. Sinambela et al. (2011) stated that employee performance is defined as the employee's ability to perform.

III. RESEARCH METHODS

Sugiyono (2020:2) asserts that research methods are essentially a scientific approach to gathering data for certain applications and goals. This study employed a quantitative methodology. Sugiyono (2020: 16) defines quantitative research methods as those that are grounded in the positivist philosophy, employed to investigate specific populations or samples, gather

data through the use of research instruments, analyze quantitative and statistical data, and test established theories set. The author employed both descriptive and verification methods in this study. The data utilized in this study are quantitative in nature. Numerical data is data that takes the form of numbers (Priyanto 2010). Quantitative data in this research is data obtained from distributing questionnaires to teachers at SMA Daarut Tauhid Boarding School. The data sources in this research are primary data sources. Primary sources are those that give data collectors access to data immediately (Sugiyono, 2015: 137). Primary data in this research includes respondents' answers obtained through direct distribution of questionnaires regarding training, career development and employee performance or questionnaire. A questionnaire is a method of collecting data by giving questions or written statements to respondents in the hope that there will be responses to these questions. Researchers use this sampling technique because the population is 54 people. A sample is when the entire population is used as a sample and is also known as a census. Arikunto (2006:134) stated that it is preferable to include every subject if there are fewer than 100 in order to do population research. So, in this study, the sample taken for this research was 54 employees at SMA Putra Daarut Tauhid Boarding School.

IV. RESULTS AND DISCUSSION

The results of research regarding the influence of training and career development on teacher performance. The data analyzed in this research comes from primary data by distributing questionnaires. The sample used in this research was 54 teachers who worked at SMA Putra Daarut Tauhid. Census research is the kind of research that was used in this study. Based on this data, the author employed a multiple regression approach to examine the impact of career growth and training on the performance of educators after managing the data using descriptive statistics to ascertain respondents' answers to each variable under study.

As a component of education, training serves as a tool for career development and coaching, as well as an attempt to raise the caliber of human resources in line with industry demands. Companies and organizations that want to reach high productivity levels need to provide incentives and training to help staff members become more capable and knowledgeable so they can adjust to shifts inside the organization. The results of this research with a significance level of 5% showed that the tcount value was 5.400, which was greater than the tTable of 2.008, and it was found that sig. (0.000) is smaller than the significance level α (0.05), so H_0 is rejected, which means that there is a significant influence between Training and Teacher Performance, with a positive regression coefficient which shows that the better the training, the higher the impact on Teacher Performance. Likewise, if the training gets worse, it will have a lower impact on teacher performance. The results of this research are in line with Yuni Pambreni (2023), who stated that training has a positive and significant effect on teacher performance. The results of this research are also in line with research by Bonse Aris Mandala Putra (2021), which states that training has a positive and significant effect on teacher performance. This research is also in line with the results of Kursani's (2022) research states that training has a partial effect on teacher performance.

According to Veithzal Rivai and Sagala (2012), one of the factors influencing worker efficiency is good career advancement. Career development is an attempt made by individuals to enhance their own performance so as to advance their professional goals, officially and responsibly, with an emphasis on enhancing and boosting a worker's ability. So, career development is more than simply being promoted to a better position or position; it is also a chance to advance in your employment inside an organization. If a person's career is going well, it is likely that a rise will affect employee performance. The results of this research with a significance level of 5% showed that the tcount value was 2.953, which was greater than the tTable of 2.008, and it was known that sig. (0.028) is smaller than the significance level α (0.05), so H_0 is rejected, which means that there is a significant influence between career development on teacher performance, with a positive regression coefficient, which shows that the better the career development, the greater the impact on teacher performance. High, and vice versa, the worse the career development, the lower the impact on teacher performance. The results of this research are in line with research by Agung Virgians (2023), which states that career development has a positive and significant influence on teacher performance. The results of this research are also in line with research by Zulfahri (2023), which states that career development has a significant influence on teacher performance. The results of this research are also in line with research by Uliy Ni'mah (2019), which states that career development has a positive influence on teacher performance.

Based on simultaneous hypothesis testing, it was found that training and career development simultaneously had a significant effect on teacher performance at Daarut Tauhid Men's High School; this was indicated by the value of Fcount > Ftable (71.670 > 3.18) and the sig value. (0.000) < 0.05, so H_0 is rejected, which shows that the better the training and career development, the higher the impact on teacher performance and vice versa, the worse the training and career development, the lower the impact on teacher performance. The coefficient of determination value is 0.738, meaning that the influence of training and career development simultaneously with teacher performance is 73.8%, while the remaining 26.2% is influenced by other variables that are not observed. The results of this research are in line with Kursani's (2022) research, which states that training and development simultaneously affect teacher performance. The results of this research are also in line with

research by Dwi Yuniarti (2019), which states that training and development of human resources improves teacher performance. The results of this research are also in line with research by Uliy Ni'mah (2019) which states that simultaneously training and career development have a significant influence on teacher performance.

V. CONCLUSION

Based on the results of the data analysis and discussion previously explained regarding the influence of training and career development on teacher performance at SMA Putra Daarut Tauhid, the following conclusions were obtained:

1. Job training and career development variables, according to teachers, are still in the sufficient category. This shows that teacher job training and career development is still not optimal so it needs to be improved further so that teacher performance, which is still in the adequate category, can improve.
2. In testing the first hypothesis, it was found that there was a significant influence between training on teacher performance, with a positive regression coefficient indicating that the better the training, the better the impact on teacher performance and vice versa. The worse the training, the worse the teacher's performance.
3. In testing the second hypothesis, it was found that there was a significant influence between career development on teacher performance, with a positive regression coefficient indicating that the better career development, the better the impact on teacher performance and vice versa, the worse the career development, the teacher performance will get worse.
4. Combining training and career development improves teacher performance significantly at SMA Putra Daarut Tauhid. Training and career development simultaneously have an influence of 73.8% on teacher performance, while the remaining 26.2% is influenced by other variables that are not observed.

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