The Effect of Training and Development on Teacher Performance Mediated by Readiness to Change During COVID-19 Pandemic

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Abstract

This study aims to determine the effect of training and development on teacher performance and is mediated by a readiness to change during the covid 19 pandemic. The type of research used is Explanatory Research or survey research methods. Data was collected by distributing questionnaires. The number of questionnaires distributed was 38 teachers at the Salsabila Foundation. Testing the instrument in this study uses validity and reliability tests where the results of the questionnaires that have been distributed are valid and reliable. The results of the classical assumption test in this study are Normal distribution and there are no symptoms of multicollinearity and heteroscedasticity. The results of this study indicate that training and development affect teacher performance through readiness to change. It can be concluded that readiness to change can mediate between training and development on teacher performance at the Salsabila foundation.

Keywords— Training, Development, Teacher Performance, Readiness to change

INTRODUCTION

The era of revolution 4.0 brought about a significant change from a phenomenon that cannot be avoided at this time. Organizations must be able and willing to follow changes in their environment and also be able to adapt to changes in the new environment so that the organization can survive and...
compete with other competitors (Niven, 2002). Companies or organizations must have a strategy to anticipate in the face of change so that the company is responsive to the times (Jumiran et al, Novitasari et al, 2020). The current COVID-19 pandemic also has an impact on changing situations, including the latest business. The phenomenon of the COVID-19 pandemic requires all organizations or companies to make changes to maintain an ongoing business.

One of those affected by the COVID-19 pandemic is an educational institution where all teaching and learning activities are carried out remotely online. Many changes occur in the teaching and learning system in educational institutions so that schools need to have innovative strategies in dealing with these changes. Efforts to harmonize teacher performance are by improving the quality of teachers and the ability of teachers to deal with changes quickly and accurately because changes can affect work routines directly or indirectly. Lebas & Euske (2004) stated that performance is an effort to produce something, not the result it aims to develop an organization to be superior to its competitors (Shah, 2011). The role of training and development is very important to do in improving teacher performance because the role of training is also a solution to overcome company problems (Soebagio, 1993). Snyman and Kruger (2004) stated that the reason for the need for Training and Development is to gain broader knowledge and skills in innovating and competing.

One of the foundations that have held training and development for teachers is the Salsabila Foundation. Salsabila Foundation's educational institutions have training and development of teachers each year will however still be problems in the performance of teachers, to remain a superior education institution such problems must be addressed. Judging from previous research studies, there are still teacher performance data that are not optimal.

Table 1. Recap of Teacher Performance Results at the Salsabila Foundation in 2019

<table>
<thead>
<tr>
<th>Teacher Performance Value</th>
<th>Total number of teachers</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;80</td>
<td>15</td>
<td>39%</td>
</tr>
<tr>
<td>71 – 79</td>
<td>6</td>
<td>16%</td>
</tr>
<tr>
<td>&lt;70</td>
<td>17</td>
<td>45%</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Recapitulation of Teacher Performance Assessment Results in 2019

Table 1 is a recap of the results of teacher performance assessments at the Salsabila Foundation, where there are still some performances that are not optimal. The problems that exist are also supported by interviewing principals stating that there is still the problem of human resources in the school that is the unequal ability of teachers so that they should be guided in teaching and overcome the problems of the student’s problem is more directed at the competencies pedagogic, professional competence and social. This shows that readiness to change needs to be considered in the success of the change. In addition, teacher work involvement has a role in the success of the implementation of change. According to Weber and Weber (2001) to understand human attitudes and behavior is very difficult because human attitudes and behavior vary widely and always change from time to time or under certain conditions. Judging from the phenomenon, here the researcher wants to do the research and examine the problems that occur in the existing phenomena so that they can find out how to overcome these problems to complete the objectives of this study. The researcher wants to research with the title "The Effect of Training and Development on Teacher Performance during the COVID-19 pandemic and mediated by Readiness to Change"

LITERATURE REVIEW

According to Luthans (2005) performance is the quality and quantity of an employee in doing the work that has been given by the company. The good and growing performance will provide benefits for the organization or company, if the performance is maintained properly it will always provide benefits to the company. According to Armstrong and Baron (2005) is performance is something that
has been achieved or produced by a person, would be but the process to produce the performance is also noteworthy because the process is also part of the performance. Martoyo (1996) describes the notion of training as a short-term educational process in which the education includes new knowledge and learning the capabilities and skills of human resources in doing the work that has been determined following organized and systematic procedures. According to research by Diaz (2004) Development for teachers is a long process of activity in which a teacher always perfects the process of teaching and learning activities according to the needs of their students. Development is very important for a teacher, especially in science because it can anticipate the problems that will come up or the occurrence of environmental change at any time (Saondi & Aris, 2010).

Readiness to change refers to the extent to which a person can adapt and be ready for a change in which a person plays an important role in the success of the change. Holt et al (2007) show that readiness to change is a person's behavioral attitude towards change such as (a) the ability to implement the planned change, (b) the change is made for the benefit of the organization, (c) the commitment of leaders to the planned change and (d) Change is beneficial to members of the organization.

Based on the results of research conducted by Asim, et al (2012) showed that training and development have a significant and positive relationship to employee performance through readiness to change so that the hypothesis can be found:

H1: Training has a positive and significant effect on teacher performance
H2: Training positive and significant impact on teacher performance mediated by a readiness to change
H3: Development has a positive and significant effect on teacher performance
H4: Development has a positive and significant effect on teacher performance mediated by a readiness to change

![Figure 1. Research Framework](image-url)

The research method used is the survey research method. Data was collected by distributing questionnaires. The number of questionnaires circulated was as much as the sample used. The sample in this study was 38 teachers at the Salsabila Foundation. Testing the instrument in this study uses validity and reliability tests where the results of the questionnaires that have been distributed are valid and reliable. The results of the classical assumption test in this study are Normal distribution and there are no symptoms of multicollinearity and heteroscedasticity, while hypothesis testing used path analysis and Sobel test.

**RESULTS AND DISCUSSION**

The results of the validity test that has been carried out with training variables (X1) development (X2) Performance (Y) and Readiness to change (Z)
From the results of the validity test, it can be seen that the results of the questionnaire that each item of the 4 training variable items (X1) is declared valid, of the 4 development variable items all items are declared valid, while for the teacher performance variable of 6 items is declared valid, namely item 1, item 2, item 3, item 4 and item 5 and item 6. And for the variable readiness to change from a total of 3 items, all items are declared valid, and from the results of the data above the questionnaire is declared valid.

It can be seen from the results of the reliability test that each variable has a Cronbach's Alpha value higher than the r-table (0.3202) where each variable in the questionnaire is declared reliable.
Table 4. Normality test

<table>
<thead>
<tr>
<th>Respondent (N)</th>
<th>Significant</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>38</td>
<td>0.09</td>
<td>Normal</td>
</tr>
</tbody>
</table>

From the data in table 3, the results of the normality test in this study are stated to be normally distributed with a significant value of 0.090, where the significant value is more than 0.05.

Table 5. Multicollinearity Test

<table>
<thead>
<tr>
<th>Variable</th>
<th>Collinearity Statistics</th>
<th>VIF</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tolerant</td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td>0.389</td>
<td>2.574</td>
</tr>
<tr>
<td>Development</td>
<td>0.173</td>
<td>5.769</td>
</tr>
<tr>
<td>Readiness to change</td>
<td>0.279</td>
<td>3.584</td>
</tr>
</tbody>
</table>

From the results of the multicollinearity test, it can be seen that the value of tolerance is more than > 0.10 which means that the variables of training, development, and readiness to change on performance do not show symptoms of multicollinearity and also seen from the VIF value which is smaller than the value < 10.00, where the variable training, development, and readiness to change on performance there are no symptoms of multicollinearity.

Table 6. Heteroscedasticity Test

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sig</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training</td>
<td>0.598</td>
<td>There is no heteroscedasticity</td>
</tr>
<tr>
<td>Development</td>
<td>0.118</td>
<td>There is no heteroscedasticity</td>
</tr>
<tr>
<td>Readiness to change</td>
<td>0.233</td>
<td>There is no heteroscedasticity</td>
</tr>
</tbody>
</table>

From the results of the heteroscedasticity test above, it can be seen that the significant value of the variables of training, development, and readiness to change is greater than 0.05 which can be stated that there is no heteroscedasticity.

Table 7. Path Coefficient

<table>
<thead>
<tr>
<th>Model</th>
<th>Non-standard coefficient</th>
<th>Standard Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td>(Constant)</td>
<td>10.135</td>
<td>1.574</td>
</tr>
<tr>
<td>Training</td>
<td>0.036</td>
<td>0.129</td>
</tr>
<tr>
<td>Readiness to change</td>
<td>0.92</td>
<td>0.176</td>
</tr>
<tr>
<td>Development</td>
<td>0.437</td>
<td>0.098</td>
</tr>
</tbody>
</table>

From the results of the path coefficient, it can be concluded that the better the training carried out, the higher the teacher's performance and the higher the readiness to change, the higher the teacher's performance, besides that from table 8 it can be seen that the value of the significance of the training variable on teacher performance is 0.783 where training has no significant effect on performance and for a significant-value of readiness to change on teacher performance, and readiness
to change has a significant effect on teacher performance. The complete model of the path diagram can be seen in Figure 2 below.

![Path Diagram](image)

**Figure 2. Full Path Model**

<table>
<thead>
<tr>
<th>Table 8. Mediation Effect</th>
<th>Z value</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training (X1)</td>
<td>3.392</td>
<td>There is mediation effect</td>
</tr>
<tr>
<td>Development (X2)</td>
<td>3.397</td>
<td>There is a mediation effect</td>
</tr>
</tbody>
</table>

From the results obtained, the t-value of training on teacher performance is where the t-value is 3.220 t-table 1.688 so it can be concluded that training has a significant effect on teacher performance. Training has a significant effect on teacher performance which is mediated by a readiness to change that can be seen from the result of the indirect effect is 0.434 the value of direct influence is 0.039 and the z value is 3.392 1.96. From the results obtained, the t-value of development on teacher performance is where the t-value is 4.886 t-table 1.688 so it can be concluded that development has a significant effect on Teacher Performance. From the results obtained that the indirect effect is 0.639, the direct effect-value is -0.008. From the calculation results, it can be concluded that development has a significant effect on teacher performance which is mediated by a readiness to change.

The training held by the Salsabila Foundation is in a good category. The training instructors used are usually from outsiders to fill in the training materials, and the training participants also provide active participation in carrying out training activities held by the school. In addition to the training materials and methods held such as ice breaker training, soft skills training, motivation training. The development held by the Salsabila Foundation is in a good category. For teacher development, every teacher is required to carry out scientific activities such as attending workshops or seminars that have been assigned to schools or the education office, and also every teacher assigned has creativity that can be utilized in making learning methods with innovations through a scientific approach. With the holding of training and development, it will help to improve the ability so that the readiness of teachers to change is high. When readiness to change is high, it will improve teacher performance at the Salsabila Foundation, which is still sufficient, especially on how to develop learning methods that are still lacking and identify talents, interests, and potential of students in learning activities. In addition, there is still a lack of personality competencies in which teachers have achievements in the field of education, because this is one of the advantages of the institution in competing with other competitive strategies (Novianti, 2019).

The results of this test which has been carried out with path analysis and t-test where the training variable affects the teacher performance variable, the better the existing training program, the higher the teacher's performance, and this hypothesis is supported by the results of research by Murniati (2016) which states in his research that training affects teacher performance. The results of this test which has been carried out with path analysis and Sobel test are that training affects teacher performance through
readiness to change. The results of the Sobel test indicate that there is a mediating effect of readiness to change between training on teacher performance. This is supported by the results of research conducted by Asim et al (2012) were the results in this study state that readiness to change has a mediating effect between training on performance. The results of this test which has been carried out with path analysis and t-test where the development variable has a significant effect on the teacher performance variable. The results of the conclusion of this hypothesis are supported by the research of Younas et al (2018), where the results of the study show that development variables have a positive effect on employee performance. The results of this test that has been done with path analysis and Sobel test where the development variable affects the teacher’s performance through readiness to change. The results of the Sobel test also show that there is a mediating effect of readiness to change between development and teacher performance. This is supported by research conducted by Yuwono et al (2020) where the results of his research state that the variable readiness to change is a full mediator variable.

CONCLUSION
The training held by the Salsabila Foundation is in a good category as measured by four indicators in the training program. The development held by the Salsabila Foundation is in a good category. In the development variable, there are 4 indicators, namely the activity of participants, carrying out activities with a scientific approach, utilizing media with a scientific approach, and developing learning methods. The performance of teachers at the Salsabila foundation is in the sufficient category. Readiness to change in the Salsabila foundation is in the sufficient category. Readiness to change is measured from 3 indicators, namely the belief that the planned changes are appropriate, the belief that the changes will have a positive impact on the institution or members, and the belief in the ability to implement changes. The results of the study stated that Training (X1) and Development (X2) had a significant influence on Readiness to change (Z). While Training and Development do not affect teacher performance (Y) but readiness to change (Z) has a significant effect on teacher performance (Y). It can be concluded that the readiness to change mediating the effect of training and development of teacher performance.

REFERENCES


Martoyo, Susilo, 1996, Manajemen Sumber Daya Manusia, BPFE: Yogyakarta


